TRAINING PROGRAMME ON ACTION RESEARCH FOR THE CTE FACULTY OF KARNATAKA

A REPORT

Programme Coordinator

Dr. ANIL KUMAR K.

Resource Persons

Dr. C.G. Venkatesha Murthy

Prof. K. Dorasami

Dr. V.D. Bhat

Prof. A.V Govinda Rao

Dr. B. Phalachandra

Prof. Lalithamma

Dr. G. Viswanathappa

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

MYSORE – 570 006

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PREFACE

Quality education is a concern of all. It has been rightly observed that the quality of education depends up on the quality of teachers. Teacher education institutions are responsible for supplying quality teachers. At the secondary level, the Colleges of Teacher Education (CTEs) are engaged in molding quality secondary school teachers. Professional development and commitment towards the profession indeed becomes crucial factors for performance. For achieving these goals, teacher educators would undertake reflective practices to improve their own practices. Action learning and Action research do a lot in this direction.

Action research is basically an approach to improve once own practice. As practitioners, teachers and the teacher educators often find situations where they are dissatisfied with the present state of affairs. It necessitates one to find new ways to improve the situation. Thus, conducting action research becomes a professional requirement for the teachers and the teacher educators to improve their practices with a view to provide the quality education.

During the year 2004-05, as per the request of the Government of Karnataka, the Regional Institute of Education (RIE), Mysore had taken up a training programme for the CTE Faculty on Action Research under the approved PAC programmes of the NCERT, New Delhi for the year 2004-05.

The programme was organised in four phases. The first phase was organised for planning the activities for the training programme. During the second phase an eight days training programme was organised from 22nd to 29th September, 2004. Nine CTE faculty from 6 Colleges of Teacher Education (CTEs) namely Mysore (2), Bellary (1), Belguam (2), Jamakhandi (2), Chikkamangalore (1) and Bangalore (1) were participated in the programme. As a part of the training programme, all the nine participants have developed individual action research proposals during the training itself.

The third face was devoted for the execution of the developed action research proposals by the CTE faculty at their work place for about three months duration. During the last phase, they were again called at RIE for a three days

meeting from 22nd to 25th February, 2005 to take the stock of activities and also to orient them about how to report the action research studies.

The present document provides a detailed account of all the activities organized in the four phases. The major outcome of the programme was the reports submitted by the participants. Due to the space problem, the reports of the participants have been brought-out as a separate volume under the title 'Action Research Reports'.

I acknowledge the cooperation extended by all the participants through out the duration of the programme. I am extremely thankful to Dr. G. Ravindra, Principal, RIE, Mysore and Prof. K. Dorasami, the then Head and Dean, Department of Education RIE, Mysore for their cooperation and support extended in conducting the programme. Further, I am also grateful to all the resource persons namely Dr. C G Venkatesha Murthy, Prof. Govinda Rao, Prof. Lalithamma Dr. V D Bhat, Dr. B. Phalachandra, and Dr. G. Viswanathappa for their valuable contribution during the training programme. The coordinator is also grateful to the team of Department of Extension Education for their timely help.

The coordinator has made an attempt to cover all the significant aspects of the entire programme to provide an insight into how the programme was planned and executed. Through at most care has been taken for preparing this document, however, there might be some lacuna and omissions due to the shortage of time and also due to the limitations from the part of the coordinator. Readers are welcome to provide their suggestions.

ANIL KUMAR K.
Programme Coordinator

Mysore
March, 2005

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ABOUT THE PROGRAMME

TRAINING ON ACTION RESEARCH FOR THE CTE FACULTY OF KARNATAKA

Prologue

The Regional Institute of Education (RIE), Mysore is one of the constituent units of the National Council of Educational Research and Training (NCERT), New Delhi, which caters to the educational needs (Pre-service and In-service) of teachers, teacher educators and other functionaries of school education in the four southern states namely Andhra Pradesh, Karnataka, Kerala and Tamil Nadu and the Union Territories of Pondicherry and Lakshadweep.

In addition to the regular innovative pre-service teacher education programmes, the institute also organise various in-service educational programme for the capacity building of the faculty of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Institute of Advanced Studies in Education (IASEs) and State Council of Educational Research and Training (SCERTs) and other functionaries of state/union territories in the southern region.

During the year 2004-05, as per the request of the Government of Karnataka, the RIE, Mysore has taken up a programme for training the Colleges of Teacher Education (CTE) Faculty on Action Research under the approved PAC programmes of the NCERT, New Delhi for the year 2004-05.

Colleges of Teacher Education (CTEs):

In pursuance of the National Policy on Education (1986) and its Programme of Action (1986 & 1992), a centrally sponsored scheme of teacher education was formulated. Under this, selected Secondary Teacher Education Institutions in the Country were upgraded as CTEs with a view to impart quality pre-service and in-service education to the secondary school teachers and conduct research, innovation and extension activities in the field of secondary education. There are more than 200 CTEs in the country and out of these 10 are in Karnataka. The following are the major functions of the CTEs.

- To organise pre-service teacher education courses for preparation of secondary school teachers;
- To organise subject centered and shorter-theme-specific in-service teacher education programmes for secondary school teachers;
- To provide extension and resource support services to secondary schools, school complexes and individual teachers;
- To conduct experimentation and innovations in school education;
- To provide training and resource support for the new areas of educational concern, e.g. value oriented education, work experience, environmental education, population education, educational technology, computer literacy, vocationalisation and science education;
- To provide support to professional bodies and;
- To encourage community participation in Teacher Preparation programmes

As a matter of fact, the faculty of CTEs is engaged in various professional development programmes and one such programme was organised for the CTE faculty by the RIE, Mysore to empower them in the area of action research.

About the Training Programme

Quality education is a concern of all. It has been rightly observed that the quality of education depends up on the quality of teachers. Teacher education institutions are responsible for supplying quality teachers. At the secondary level, the CTEs are engaged in molding quality secondary school teachers. Professional development and commitment towards the profession indeed becomes crucial factors for performance. For achieving these goals, teacher educators would undertake reflective practices to improve their own practices. Action learning and Action research do a lot in this direction. Thus, a programme of action research was planned for the CTE faculty of Karnataka by the RIE, Mysore towards this direction.

Specific Objectives

The specific objectives of the training programme were:

- To orient the CTE faculty on the theoretical aspects of Action Research;
- To empower the CTE faculty in identification of a problem, developing Action research Proposals and executing the plan; and
- To develop skills in Reporting Action Research Studies.

The Participants

Twenty participants (two from each CTE) from all the 10 Colleges of Teacher Education (CTEs) were invited to attend the programme. A list of the CTEs in Karnataka is provided in Appendix-I.

The Strategy

Keeping in view the target group and the nature of the topic, the Programme was planned in four phases.

Phase I : Planning Meeting
Phase II : Training on Action Research
Phase III : Conducting Action Research by the Participants
Phase IV : Reporting of Action Research

A bird's eye view of the activities that were planned to undertake in each phase is given below:

Phase -I

During this phase, the major inputs for the training programme would be finalized along with an Approach Paper with the involvement of all the Resource Persons. This meeting was planned for the first week of September, 2004 in the Department of Education, RIE, Mysore. A programme schedule for the training programme was also to be finalized during this meeting.

Phase -II

The 8 days training programme was planned to organise from second/third week of September, 2004 to provide the CTE faculty an in-depth understanding about the concept, nature and characteristics of action research. Further, the faculty would identify one individual action research problem and workout the detailed plan of action for executing the action research at their own institutions. Sessions were also planned for the development of necessary tools for data collection and familiarizing the use of computers in action research.

Phase -III

During this phase, the participants would carry out the approved action research plan at their own institutions for a duration of about 3 months (December-February). Head's of institutions would be requested to provide all support and cooperation to carry out the study by the CTE faculty.

Phase -IV

The participants would be further requested to attend a three-days meeting for reporting the Action Research in the end of February, 2005. During this meeting, the participants would be oriented about the need for documenting and disseminating action research findings. A reporting format has also to be discussed and the participants have to finalize a draft report of the action research undertaken by them in this meeting.

Resource Persons

The resource persons for the entire programme was mostly drown from the institute itself except a few from the outside. A list of the resource persons is enclosed in Appendix-II.

The Venue

The venue for the training programme was at T-4, Technology Block of the Regional Institute of Education (RIE), Mysore.

A report of the activities undertaken in each phase is given in the following pages.

PHASE - 1

PHASE - 1
PLANNING MEETING

About the Meeting

As mentioned earlier, the programme was organised in four phases. The first phase was entirely devoted to plan the inputs for the eight days training programme.

A one-day meeting of the resource persons (both internal and external) was organised on 3rd September, 2004. The major objectives of the meeting were to arrive at a consensus on the concept of action research among the resource persons, to decide about the various inputs that are to be included in the eight days training programme (Phase-II) and also to draft an approach paper and programme schedule.

All the resource persons met on 3rd September, 2004 in the Chamber of the Head, Department of Education. Through a brain-storming session, the resource persons arrived at a consensus on the concept of action research and the inputs for the training programme. The resource persons once again met on 8th September, 2004 to give a final shape to the inputs.

The Outcomes

The following inputs were finalized for the training programme (Phase II and Phase IV).

- Sharing of Experience by the participants
- Introduction to Action Research
  (The concept, meaning, definitions, characteristics, models, etc.)
- Action Research in the Context of CTEs
- Sharing of Action Research Experience
  (By a practitioner)
- Steps involved in Action Research
- Preparation of Action Research Proposals
- Tools for Action Research
- Use of Computers in Action Research

Further, the following inputs were also tentatively identified for Phase IV.

- Need for reporting Action Research
- Suggested format for Action Research Report
- Need for Documentation and Dissemination of action Research
- Ethical Consideration in Action Research

In addition to this, an approach paper for the training programme and a tentative programme schedule was also finalized. They are provided in the following pages.

APPROACH PAPER

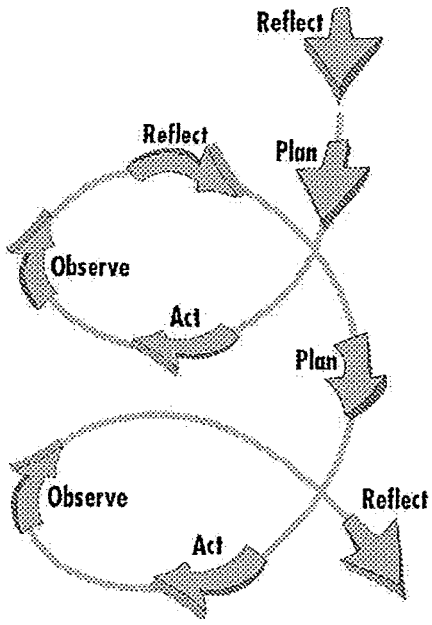
Introduction to Action Research

What is Action Research?

Basically it is an approach to improve your own practice. You start with a problem you encounter in your practice. It could be a concern that students do not spend enough effort in reviewing course materials; or they have great difficulty learning a particular topic in the course. Faced with the problem, the action researcher will go through a series of phases (reflect, plan, action, observe) called the Action Research Cycle to systematically tackle the problem. In practice, things rarely go perfectly according to plan first time round. Usually you discover ways to improve your action plan in light of your experience and feedback from the students/clients. One cycle of planning, acting, observing and reflecting, therefore usually leads to another, in which you incorporate improvements suggested by the initial cycle. Projects often do not fit neatly into a cycle of planning, action, observation and reflection. It is perfectly legitimate to follow a somewhat disjointed process if circumstances dictate.

Action research consists of a family of research methodologies, which pursue action and research outcomes at the same time. It therefore has some components, which resemble consultancy or change agency, and some, which resemble field research. It is basically a form of science, which differs from the model of experimental physics, but is genuinely scientific in its emphasis on careful observation and study of the effects of behavior on human systems as their members manage change.

The Action Research Cycles



Action research tends to be...

- cyclic -- similar steps tend to recur, in a similar sequence;
- participative -- the clients and informants are involved as partners, or at least active participants, in the research process;
- qualitative -- it deals more often with language than with numbers; and
- reflective -- critical reflection upon the process and outcomes are important parts of each cycle.

Action research has a number of further distinctive features, as described by Zuber-Skerritt, (1982). For her, action research is:

- Critical collaborative enquiry by
- Reflective practitioners who are
- Accountable in making the results of their enquiry public,
- Self-evaluative in their practice, and engaged in
- Participative problem-solving and continuing professional development.

Action Research Defined

There are many definitions for action research. Some of the definitions are provided in the following paragraphs:

"a systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry" (McCutcheon and Jung 1990).

"a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out" (Kemmis and McTaggert 1999).

"action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework" (Rapoport 1970)

Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about and/or improving curriculum, teaching, and learning (Kemmis & McTaggart, 1982).

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own

social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out... The approach is only action research when it is collaborative, though it is important to realise that action research of the group is achieved through the critically examined action of individual group members. (Kemmis and McTaggart 1988)

The Origin

The origins of action research are unclear within the literature. Authors such as Kemmis and McTaggert (1988), Zuber-Skerrit (1992), Holter and Schwartz-Barcott (1993) state that action research originated with Kurt Lewin, an American psychologist. McKernan (1988) states that action research as a method of inquiry has evolved over the last century and careful study of the literature shows "clearly and convincingly that action research is a root derivative of the scientific method' reaching back to the Science in Education movement of the late nineteenth century.

McKernan (1991) also states that there is evidence of the use of action research by a number of social reformists prior to Lewin, such as Collier in 1945, Lippitt and Radke in 1946 and Corey in 1953. McTaggert (1992) cites work by Gstettner and Altricher which has a physician named Moreno using group participation in 1913 in a community development initiative with prostitutes in Vienna. Freideres (1992) asserts that the concept of participatory research emerged in the 1970s from development work in low income countries.

Despite the clouded origins of action research, Kurt Lewin, in the mid 1940s constructed a theory of action

research, which described action research as "proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action" (Kemmis and McTaggert 1990). Lewin argued that in order to "understand and change certain social practices, social scientists have to include practitioners from the real social world in all phases of inquiry". This construction of action research theory by Lewin made action research a method of acceptable inquiry.

Salient Features of Action Research

From the definitions and while tracing the origin, it is clear that the different functionaries of the education system undertake action research. The following are some of the features of action research.

- The need for action research emerges due to the perceived dissatisfaction from a situation by the practitioner and also due to the feeling that there is a need to bring improvement in the existing situation. The perceived dissatisfaction may be in the form of sensing a gap, or deviations from normal pattern, or weaknesses of the current practices.
- Action research has implications for changes in the ways and means of doing things. The practitioner has also a clear vision of goal towards which they want to take the present situation.
- Action research is a small-scale intervention. It aims at bringing out changes in the functioning of the practitioner himself/herself. It may or may not have a consequence for others.
- Action research is concerned with a real problem faced by the practitioner, followed by attempts made to find solutions of the problem.
- Action research enables practitioners to engage in critical reflection on specific aspects of their practice.
- Action research can also be conducted by a group of practitioners, where the context and the nature of the problem are one and the same.

It is desirable at this junction to distinguish between action research and other practices. As Dick and Swepson, state, action research and some form of practice are in some ways very similar. Both are often directed towards the achievement of change. Both are qualitative and often participative. Both tend to be flexible and cyclic. However, despite these similarities, there are characteristics and criteria that differentiate an action research project from everyday practice. Most definitions of action research focus upon the themes of empowerment of the participants; collaboration through participation; acquisition of knowledge; and social change. Kemmis and McTaggart write that to do action research one must plan, act observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life; and to use the relationships between these moments in the process as a source of both improvement and knowledge. Thus action research includes aspects of both action and research. Thus action research has a distinct identity.

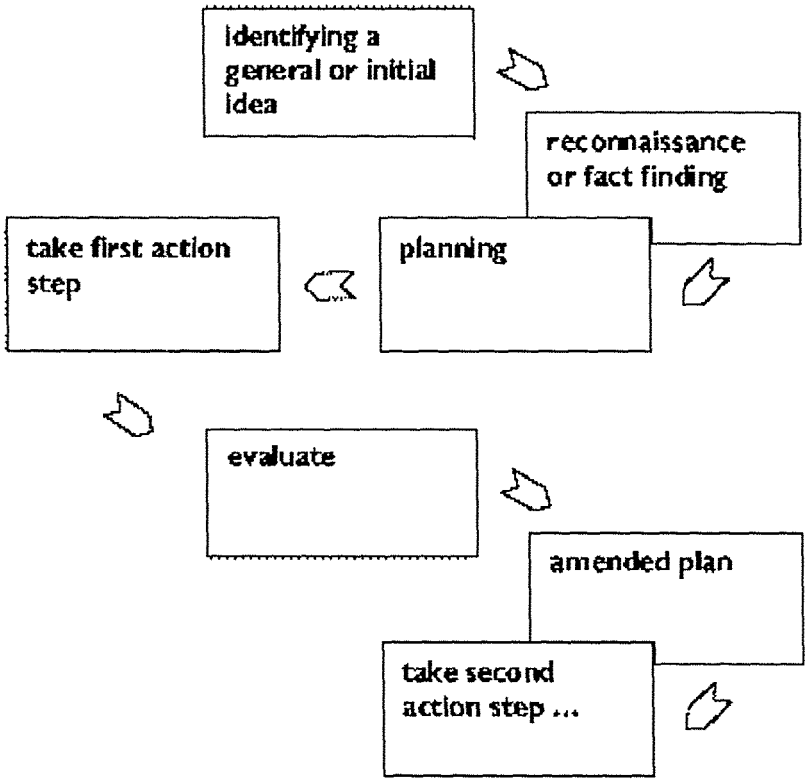
Models of Action Research

There are different models of action research, which have emerged at different points of time. Let us have a glance through some of these models.

Kurt Lewin's Model

Kurt Lewin has generally credited as the person who coined the term Action Research. His concept of action research was quickly absorbed in social science and education. His approach involves a spiral of steps, 'each of which is composed of a circle of planning, action and fact-finding

about the result of the action'. The basic cycle involves the following:



This is how Lewin describes the initial cycle:

> The first step then is to examine the idea carefully in the light of the means available. Frequently more fact-finding about the situation is required. If this first period of planning is successful, two items emerge: namely, "an overall plan" of how to reach the objective and secondly, a decision in regard to the first step of action. Usually this planning has also somewhat modified the original idea.

The next step is 'composed of a circle of planning, executing, and reconnaissance or fact finding for the purpose of evaluating the results of the second step, and preparing the rational basis for planning the third step, and for perhaps modifying again the overall plan'. What we can see

here is an approach to research that is oriented to problem-solving in social and organizational settings.

Stephen Kemmis' Model

During early eighties, Stephen Kemmis has considerably refined and formalized the concept of action research and how it applies to education. Kemmis and his colleagues at Deakin University in Australia, have produced a series of publications and course materials on action research. Kemmis articles on action research are useful in reviewing how educational action research has developed from the work of Lewin and established its own character. In his 'Action Research Planner', Kemmis provided a sequential programme for teachers intending to engage in action research. Thus the action research spiral based on Kemmis and Mc Taggart (1988) is shown below:

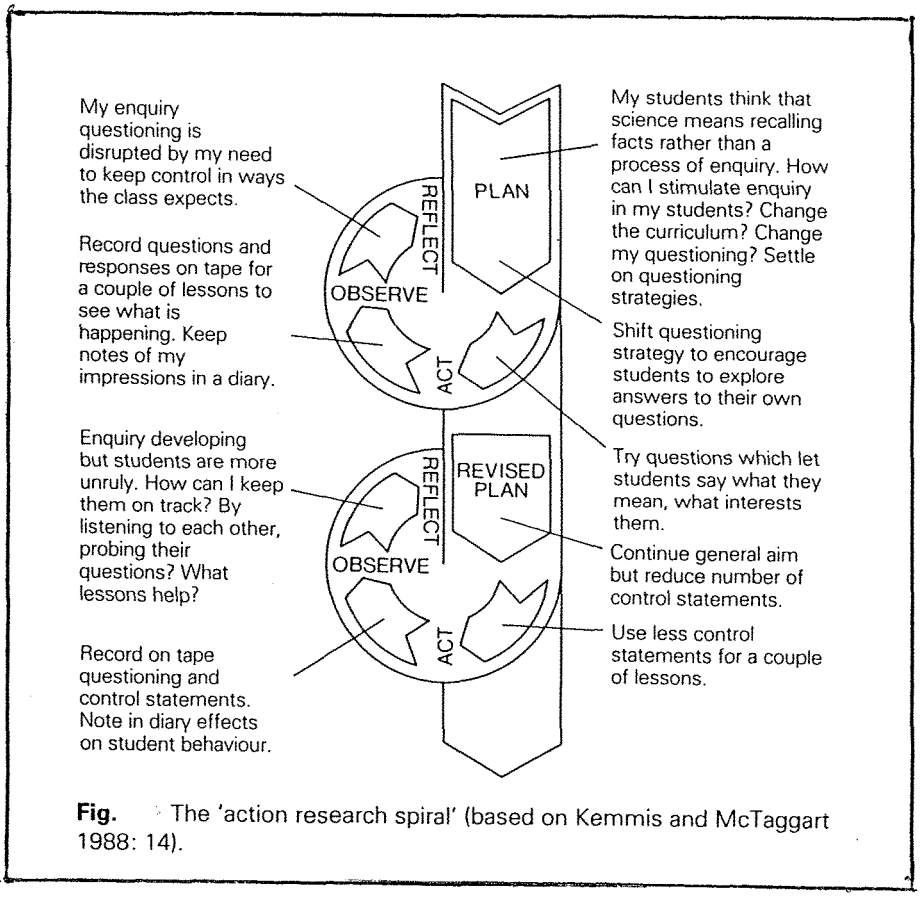
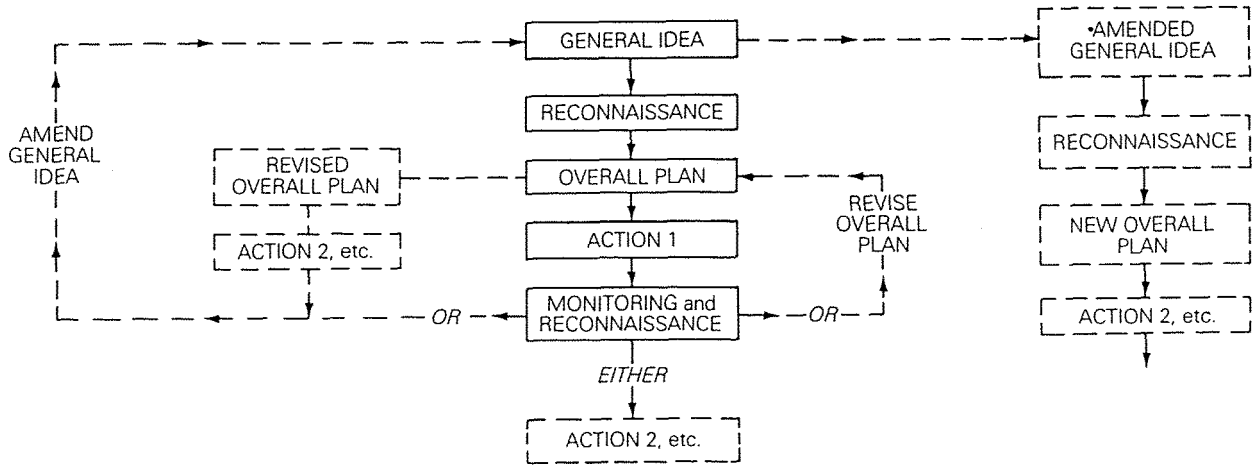


Fig. The 'action research spiral' (based on Kemmis and McTaggart 1988: 14).

Dave Ebbutt's Model

Dave Ebbutt (1985), a colleague of Elliott, provides us with another variation on Kemmis' model, which is presented below.



Idealized representation of the process of action research

Fig. Ebbutt's model.

According to Ebbutt, the spiral is not the most useful metaphor. Instead, the most appropriate way to conceive of the process of action research is to think of it as comprising of a series of successive cycles, each incorporating the possibility for the feedback of information within and between cycles. Such a description is not nearly so neat as conceiving of the process as a spiral; neither does it lend itself quite so tidily to a diagrammatic representation.

John Ellitt's Model

John Elliott take up Kemmis' schema of the action research spiral and produced a similar but more elaborate model, which is presented below.

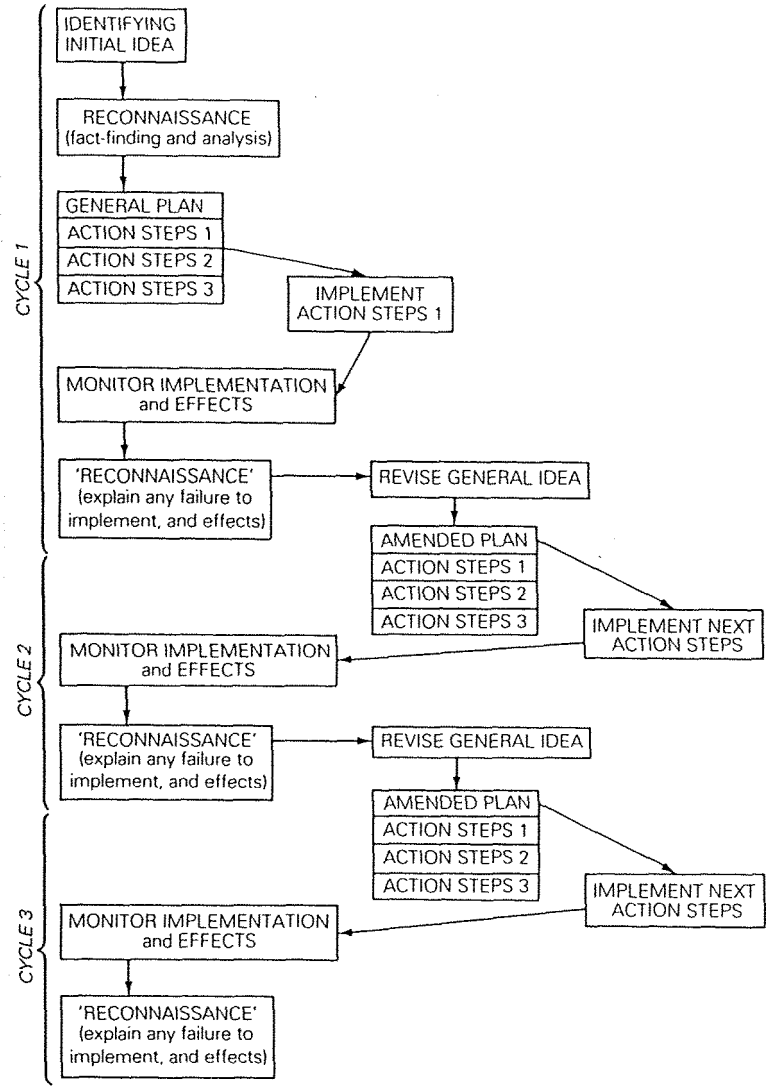


Fig. Elliott's action research model (from Elliott 1991: 71).

Elliot gave the following elaborations. '.. although I think Kemmis' model is an excellent basis for starting to think about what action research involves, it can allow those who use it to assume that 'The General Idea' can be fixed in advance, that 'Reconnaissance' is merely fact-finding and that 'Implementation' is a fairly strait forward process.

James McKernan's Model

Build on the Lewin's original idea, and Kemmis' interpretation of it, James McKernan has suggested a 'time process' model during 1991 which emphasis the importance of not allowing an action research 'problem' to become too rigidly fixed in time, and of rational problem solving and democratic ownership by the community of researchers' which is presented below.

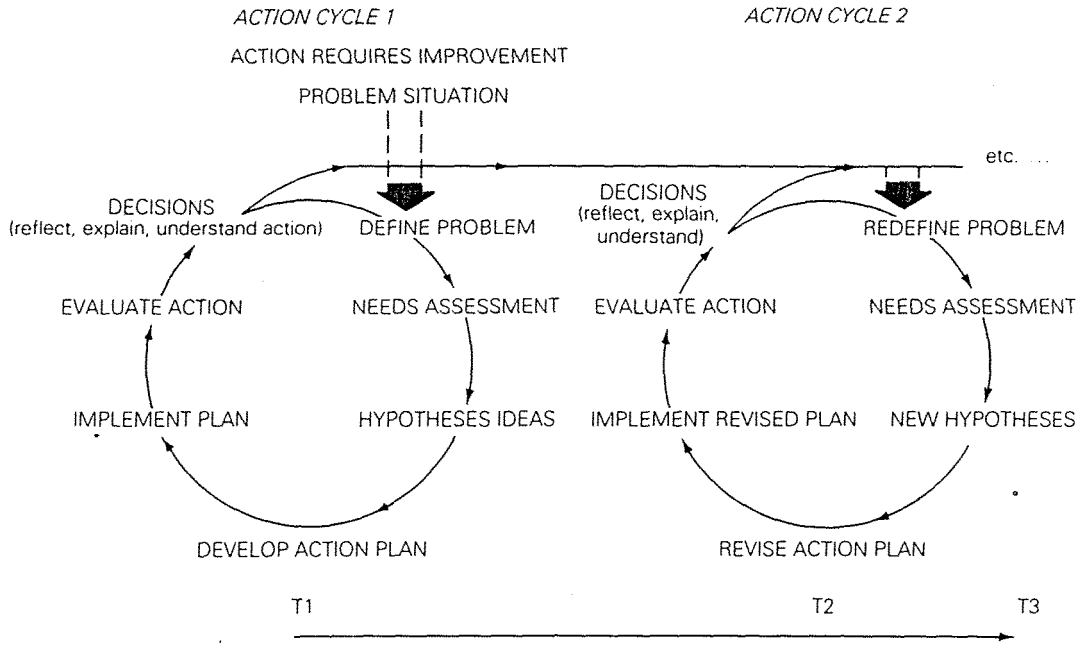


Fig. McKernan's action research model (from McKernan 1991: 29).

The Model Used in the Training Programme

In the training programme modified version of the Mc Kernan's Time Process Model has been used. The model consists of 10 steps. They are as follows:

1. Perception of the problem/Dissatisfaction
2. Analysis of the Problem/Dissatisfaction
3. Understanding the probable causes
4. Developing propositions
5. Prioritizing propositions
6. Developing an Action Hypothesis
7. Planning an Intervention
8. Execution of an Intervention
9. Evaluation of the Intervention
10. Decision Making (Reflecting, Explanation and Understanding Action)

A brief elaboration of the each step has been provided below.

Step-1 : Perception of the Problem/Dissatisfaction

The need for action research emerges out of perceived dissatisfaction with the existing situation/practice and/or with the idea of bringing out improvement in the situation/practice. This requires understanding and paying attention to the following questions.

What is causing dissatisfaction?

Why it is happening?

What can I do about it?

How can I do it?

Once the above questions are focused, it leads to perceiving a problem, as it exists. This is a prerequisite for undertaking any action research. This is the first step in action research.

Step-2 : Analyse the Problem/ Dissatisfaction

Once the dissatisfaction or problem is perceived, it needs to be analyzed from all possible angles. The practitioner now tries to find the magnitude of the problem and the various issues that surround the perceived problem.

Step-3 : Understanding the Probable Causes

Once the problem is analyzed, the probable causes can be identified. Thus the practitioner start listing all-possible causes from different perspectives. The causes are only possible and plausible causes. These causes are based on practitioner's intelligent guesswork too. They have to be now stated in the unambiguous terms.

Step-4 : Development of Propositions

While analyzing and understanding the probable causes, it is necessary to develop a tentative theory considering the dynamics of the genesis of a problem. A proposition is one, where a researcher develops a conceptual and functional relationship, tentatively to understand and explain a given situation. This will facilitate a better understanding of how to go about conducting action research. Based on different causes, different propositions can be developed.

Step-5 : Prioritizing Propositions

Once a practitioner has developed more than one proposition then there is a need to prioritize these propositions and select any one for the development of action

hypothesis. While prioritizing the propositions one may keep the following views in mind.

What a practitioner can attempt?

What is a priority issue according to the practitioner?

What is in the larger interest of the group?

Step-6 : Developing an Action Hypothesis

An action hypothesis is statement of tentative action/intervention/solution to a problem. Thus it contains the intended action/intervention potentially capable of changing the dissatisfaction/solving the problem/minimizing the intensity of the problem. Therefore an action hypothesis intends change. It is to be developed based on the prioritized proposition. Further, only one action hypothesis is to be developed in every spiral.

Step-7 : Planning an Intervention

Once the hypothesis is formulated, now a broad design is on hand. Thus, the practitioner can decided on what interventions has to be planned and executed. It covers all aspects of "What' 'Who' 'How' and 'When' of any intervention. The planning has to be as elaborate as possible with regard to modalities and the duration of intervention. Further, the plan should not be too rigid so that the practitioner must be able to adopt a contingency plan too to meet any exigencies.

Step-8 : Execution of an Intervention

Once a detailed plan of the intervention is worked out, the next step is implementation of the intervention. Based on the planned schedule, one has to execute the intervention. This has to be done very systematically by using various strategies identified so that some data can be generated. The

generated data needs to be organised and treated qualitatively or quantitatively so that the effectiveness of the intervention could be examined.

Step-9 : Evaluation of the Intervention

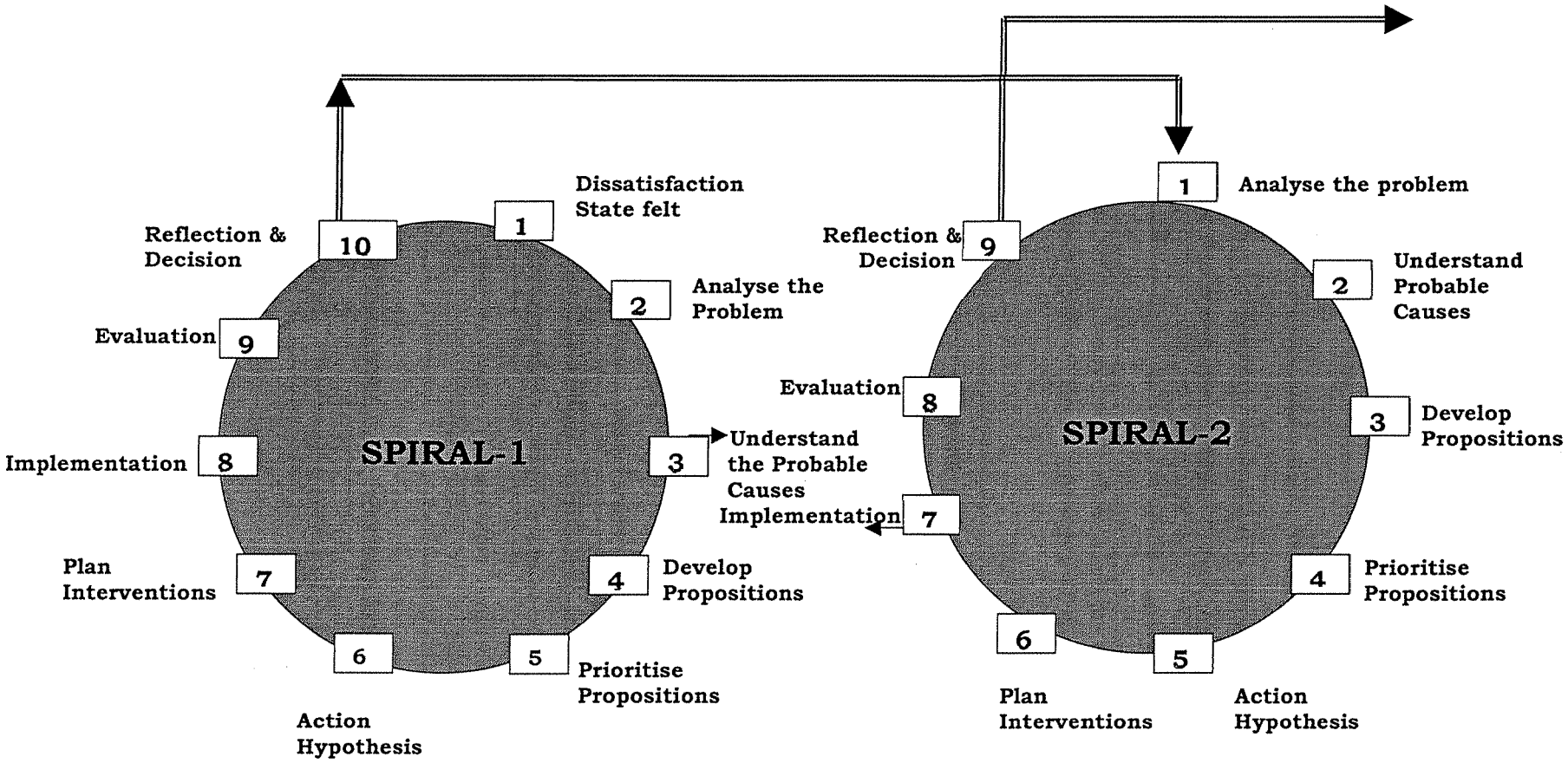
Evaluation gives an idea about the functioning or effectiveness of the intervention. Thus based on the analysis of the data, the practitioner has to assess the worth or usefulness of the intervention. Assess whether the intervention on the whole succeeded completely or partially or failed totally. Evidences of effectiveness or ineffectiveness of an intervention is important to make reflection and decision-making.

Step-10 : Decision Making
(Reflection, Explanation & Understand the Action)

Based on the results of evaluation, the practitioner has to 'reflect' first. Reflection is the centrality of action research. Reflection is the process of stepping back from experience to process what the experience means, with a view to plan further actions. Reflection is the critical link between the concrete experience, the interpretations and taking new action. Reflection leads to decision-making. Thus the practitioner make deliberate decisions to effect a change in practice if found completely appropriate or to move on to the next spiral.

A Diagrammatic representation of the Model has been presented in the following figure.

Action Research Spiral
Mc Kernan's Time Process Model (Modified)



REGIONAL INSTITUTE OF EDUCATION, MYSORE
TRAINING OF CTE FACULTY ON ACTION RESEARCH
(22-29 September, 2004)

PROGRAMME SCHEDULE

Time / Day	09.00 – 09.30	09.30 – 11.00	11.15 – 01.00	02.00 – 03.30	03.45 – 05.30
Day-1 22/09/04 Wednesday	Registration of Participants	Inaugural Session	Sharing of Action Research Experiences by the Participants (R.P) /(I. W)	Introduction to Action Research (R. P.)	
Day-2 23/09/04 Thursday	Review and Rapporteur's Presentation	Action Research in the Context of CTEs (R.P) / (G. W)	Sharing of Action Research by a Practitioner (R.P)	Dissatisfaction State Analysis of the Problem Presentation of the Problem (R.P) / (I.W)	
Day-3 24/09/04 Friday	Review and Rapporteur's Presentation	Understanding the Probable Causes → Developing Propositions → Prioritizing Propositions → Presentations (R.P) /(I.W)			

I.W = Individual Work, G.W = Group Work, R.P = Resource Person's Presentation

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Time / Day	09.00 – 09.30	09.30 – 11.00	11.15 – 01.00	02.00 – 03.30	03.45 – 05.30
Day-4 25/09/04 Saturday	Review and Rapporteur's Presentation	Formulation of Action Hypothesis (R.P) / (I.W)	Presentation of the Action Hypothesis (I.W)	Tools for Action Research (R.P)	Identification and Designing of the Tools (R.P) / (I.W)
Day – 5 26/09/04 Sunday	Review and Rapporteur's Presentation	Use of Computers in Action Research (Hands on Experiences) (R.P)		Development of Tools (I.W)	
Day – 6 27/09/04 Monday	Review and Rapporteur's Presentation	Presentation and Finalisation of Tools (R.P) / (I.W)		Plan Interventions (R.P)	Plan Interventions (I.W)
Day – 7 28/09/04 Tuesday	Review and Rapporteur's Presentation	Presentation of Interventions (R.P) / (I.W)		Finalisation of Action Research Proposals (R.P) / (I.W)	
Day – 8 29/09/04 Wednesday	Review and Rapporteur's Presentation	Presentation of Final Proposals (I.W)		Plan for Phase - III and Phase IV Activities (R.P)	Valedictory Session

I.W = Individual Work, G.W = Group Work, R.P = Resource Person's Presentation

PHASE - II

PHASE - 2
TRAINING ON ACTION RESEARCH

About the Training

The eight days training programme on action research for the CTE faculty of Karnataka was organised from 22-29th September, 2004 at the RIE, Mysore. The Director, DSERT, Bangalore was requested to depute at least 2 faculty from the 10 CTEs for the training programme. However, only 9 participants from 6 CTEs attended the training programme. A list of the participants attended the programme are enclosed in Appendix-III.

The Strategy

The strategy adopted for the training programme was more of a participatory in nature. A mix of lectures, discussions, group activities, sharing of experiences and panel discussions were organised to provide various inputs in the training programme mostly by the in-house resource persons.

The Model

The action research is consided as reflective practice of a practitioner who is sensitive to the professional standards and requirements. As sited in the approach paper, there are various models existing at present to conduct action research in the field of education. However, as mentioned earlier, for the present training programme, MC

Kernan's Time Process Model was used with certain modifications.

A detailed session-wise proceeding is presented in the following pages.

An Overview of the 8 days Proceedings

Day -1 (22nd September, 2005)

Session - 1

Session 1 was devoted for the registration of the participants. The registration session started at 9.30 AM. Only a few participants were arrived by this time. Registration was done at the venue i.e., at T-4, Technology Block of the Institute. Participants were supplied with necessary writing pads, stationeries and a copy of the training manual containing the approach paper. The registration session was concluded at 10.45 AM.

Session - 2

Prof. A.V. Govinda Rao, Retd. Principal of a B.Ed College., chaired the inaugural session in the absence of the Principal and dean of instruction, RIE, Mysore. At the out set, Dr. Anil Kumar K., the coordinator of the programme welcomed all the participants and requested Prof. A.V Govinda Rao to provide the inaugural address. In his inaugural address, Prof. A.V Govinda Rao stressed the need for undertaking action research for improving the practices of teachers and teacher educators.

The inaugural address was followed by a self-introduction of the participants. Then the coordinator outlined the genesis of the programme and explained about the activities planned for the eight days. A pre-test was administered to all the participants. A Copy of the same is enclosed in Appendix-IV. The inaugural session was closed at 11.45 AM.

Session - 3

The next session was an interactive session for sharing of the experiences of the participants in the area of action research. Prof. A.V Govinda Rao and Dr. V.D Bhat, Reader, department of Education, initiated the discussion. Dr. B.S Upadhyaya, Reader in Mathematics and the State Coordinator of Karnataka was also present. Most of the participants have expressed that they have undergone some orientation programmes on action research organised by the SCERTs. However, they did not get any intensive training in the area of action research. Some of the participants have reported that they have been assigned the task of training secondary teachers in the area action research. The session concluded with the expression of the participants' expectations from the training programme.

Sessions - 4 & 5

Post-lunch session was devoted to a theoretical presentation on action research. Dr. C.G. Venkatesha Murthy, Reader in the Department of Education, presented a detailed introduction to action research. In his presentation, Dr. Murthy explained the need to undertake action research by the

teachers and teacher educators and touched upon the origin, the models and the characteristics of action research. With the help of the multi-media, Dr. Murthy educated the participants about the steps to be followed in conducting action research. The ten steps were elaborated with suitable illustrations.

The ten steps are:

1. Perception of the problem/Dissatisfaction
2. Analysis of the Problem/Dissatisfaction
3. Understanding the probable causes
4. Developing propositions
5. Prioritizing propositions
6. Developing an Action Hypothesis
7. Planning an Intervention
8. Execution of an Intervention
9. Evaluation of the Intervention
10. Decision Making (Reflecting, Explanation and Understanding Action)

At about 4.00 PM, Dr. G Ravindra, the Principal, RIE, Mysore addressed the participants. In his speech Prof. Ravindra stressed the need for professional development of teacher educators. However, Dr. Ravindra expressed the deep concern and dissatisfaction over the poor responses of the participants in the programme.

The session further continued with the questions and queries from the participants. Dr. Murthy clarified their doubts. Handouts of the presentations were also distributed

to all the participants (Appendix-V). The afternoon session ended at 5.15 PM.

Day -2 (23rd September, 2005)

Session - 1

At sharp 9.00 AM the second day's activities were started with the presentation of a report of the previus day's activities. This Session was then followed by a lecture on action research in the context of CTEs by Prof. Lalithamma, Department of Studies in Education, University of Mysore. In her interaction with the participants, she distinguished the role of conventional research and the role of action research and the possible areas of interventions for a secondary teacher educator.

Prof. Lalithamma further pointed-out that each of us who are concerned with the quality of education must involve in doing action research at their own capacity.

Session - 2

An entire session was devoted for sharing a practitioners experience on action research. Ms. S.K. Shamala, the PGT in English highlighted her experience of conducting action research on 'Competency Based Teaching Learning Strategies to Improve Writing Skills in English for the Students of Class V' at the DM School of RIE, Mysore. The session further lead to more of an interactive one, as many of the participants were keen to know various aspects of the interventions adopted and the final outcomes. A copy of the

report of her action research is provided in Appendix-VI. The session ended at 1.00 PM. The group then disbursed for lunch.

Sessions - 3 & 4

Dr.C.G. Venkatesha Murthy initiated the post lunch session. As the participants were required to draft an action research proposal, the remaining sessions were organised in such a way that each step in conducting action research is taken for discussion one by one. Thus, this particular session was devoted to discuss about the first step i.e., what is a dissatisfaction state, how to perceive a problem/ dissatisfaction and how to articulate the problem.

Dr. Murthy in his interaction provided sufficient examples how various teachers have felt dissatisfaction in their day to day teaching affair. He has highlighted some of the problems identified by the DIET faculty of Kerala and Andhra Pradesh in an earlier programme conducted by him. The participants were then asked to mention some of their feelings/dissatisfaction with their practice and informed that one should perceive a problem/dissatisfaction first, and then only there is a scope for undertaking the action research. The participants have tentatively identified a problem for action research by the end of the day. The session ended at 5.30 PM.

Day -3 (24rd September, 2005)

Sessions -1 to 4

The session started with a report presentation of the activities undertaken in the previous day. Further, the next

three steps in conducting action research were taken up for the sessions of the day. The following resource persons namely A.V Govinda Rao, Dr. V.D Bhat, Dr.C.G. Venkatesha Murthy and the Coordinator were present throughout the day for discussion and presentation.

The second step i.e., Understanding Probable Causes was taken-up first and discussed in detail. One has to start listing all the probable causes after identification of a dissatisfaction state. These causes are only possible and plausible causes.

The third step i.e., Developing Propositions was discussed further. Proposition is a tentative theory, which is to be developed based on different causes and their interrelationships. Practical examples were provided on how to develop a proposition. It can be framed based on the individual factors, based on school factors and also on home/family factors.

In the afternoon session, how to prioritise the propositions was discussed. The prioritization could be made based on what a practitioner can attempt and what is the larger interest of the group. Thus, towards the end of the day, the participants were in a position to identify the probable causes and able to write the propositions for the identified problem.

Day -4 (25th September, 2005)

Sessions - 1 & 2

Formulation of an action hypothesis was the theme for the morning session. Dr. K. Dorasami, Head, Department of Education and Dr. B. Phalachandra, Reader in education, acted as resource persons for the morning session. Dr. B. Phalachadra in his presentation highlighted the need for developing an action hypothesis in action research. He has further outlined the different ways of stating an action hypothesis. Dr. Dorasami illustrated how to formulate action hypothesis for an action research problem identified by the participants. A lot of discussions were held on framing the action hypothesis as it has to be developed based on the prioritized proposition and for one spiral only one action hypothesis needs to be made.

The participants were then worked individually and developed one action research hypothesis based on the identified problem and the prioritized proposition. The participants presented their hypotheses and were modified accordingly based on the feedback provided by the resource persons.

Sessions -3 & 4

Afternoon session was devoted for discussion on tools and techniques that are applicable for action research. Dr. V.D Bhat, gave a lecturer on various tools that could probably be employed in the action research. Dr. Bhat, in his interaction highlighted that the merit of each tool/technique

would be asserted based on the evidences that can be provided by the particular device. Tools such as achievement tests, diagnostic tests and techniques such as observation, interview and case studies are normally employed in action researches. A handout on various tools and techniques was distributed to the participants. A copy of the same is enclosed in Appendix -VII.

Further, during the session the participants have identified some of the tools/techniques that could be adopted in the context of the identified problem. The session ended at 5.00 PM.

Day -5 (26th September, 2005)

Being Sunday, the whole day was devoted for development of draft tools. The participants were asked to utilize the RIE Library facilities for reference. The participants have spent the whole day and utilized the services available in the library and made certain attempt to develop the tools.

Day -6 (26th September, 2005)

Sessions -1 & 2

The morning session was utilized to provide hands own experience to the participants. Dr. Viswanathappa, Sr. Lecturer in education provided an insight into various packages such as Excel for computing the descriptive statistics as well as for constructing various types of diagrams. Participants have worked individually at the Computer Centre of the RIE and had acquainted with various

packages that are useful for reporting and presenting action research findings.

Sessions -3 & 4

Planning interventions was the theme discussed in the two sessions at the afternoon. Dr. C.G. Venkadesha Murthy took the lead and said that once the action hypothesis is formulated then one has to plan what intervention has to be executed. He highlighted the need for planning and requested the participants to prepare a task grid showing the task, people, place, duration and remarks. The plan should spell out the component tasks of intervention. It should also spell out the constraints and the precautions to be observed.

The later part of the session participants were asked to develop task grid for the identified problem. Dr. Anil Kumar, the coordinator also provided the necessary assistance and guidance in putting their tasks into the tabular form. The session ended when all the participants drafted their plan ready for presentation in the next day.

Day -7 (27th September, 2005)

Sessions -1 & 2

The morning session of the day was started with the presentation of a report of the previous days activities. Then the session continued with participants presenting their prepared plan for intervention for the identified problem. Prof. A.V. Govinda Rao and Dr. K. Dorasami provided the necessary suggestions and comments to each presentation. The

participants then sat and modified their plan for intervention accordingly.

Sessions -3 & 4

The major inputs were over by this time. Now the participants were asked to draft the final action research proposals based on the inputs provided to them in various sessions. The afternoon session was totally devoted for finalization of action research proposals. The session ended at 5.30 PM when all the participants drafted their individual action research proposals ready for the presentation.

Day -8 (28th September, 2005)

Sessions -1 & 2

The final day's morning session was ultilised for the presentation of the final action research proposals. Dr. V.D. Bhat, Dr. Phalachandra and Dr. C.G V Murthy were available for interaction with the participants. Each participant was provide enough time to explain their action research problem and the plan of intervention. The resource persons provide constructive suggestions and informed the participants to think and act realistically.

The coordinator informed that the head's of the institutions would be requested to provide all necessary support for smooth conduct the study. Towards the end of the sessions all the participants could finalize their action research proposals and one copy of the same was supplied to

the coordinator. The final action research proposals are provided in the following pages.

Sessions -3

The coordinator explained about the procedures to be followed while conducting the study during the afternoon session. Each participant was provided with a diary to note down the various activities on a day-to-day basis while implementing the intervention. Further, they were also requested to start the activity at an early date. But some of the participants have informed that the new sessions would begin only in November/December, thus, the actual interventions could be initiated only after that. Dr. Anil Kumar, the coordinator further informed that there would be a meeting again after three-four months when most of the participants execute their plans for discussing about how to report the action research. The following general guidelines were provided to conduct the activities of Phase-III.

1. Maintain a diary.
2. Read the Literature for more conceptual clarity.
3. Go through the proposal and if needed make minimal changes according to the circumstances of the institution.
4. Prepare a final time schedule and adhere to the same.
5. Start the interventions according to the plan already prepared.
6. Collect as many as evidences (data) for analysis and reporting.
7. Observe each and every change and record the same then and there itself.

8. See the outcomes and if not satisfied start looking for other the alternative strategies.
9. Collate all the evidences for presentation to the group during the activities of Phase-IV.
10. Try to satisfy yourself in all attempts.

A post-test (same the one administered as the Pre-test) was administered to all participants. Further, the participants were requested to provide their feedback about the programme in the supplied feedback form. A copy .of the same is enclosed in Appendix -VIII. The results of pre-test and post-test, and the analysis of the feedback of the participants are enclosed as Appendix-IX.

Session -4

Prof. L. Srikandappa, Head, Department of Extension education, RIE Mysore chaired the valedictory session. During the valedictory session, participants have reported their satisfaction about the programme. They have thanked the organizers and the resource persons for their dedicated service and simplicity. They were also acknowledged the organizer for providing sufficient handouts and other related literatures.

The coordinator finally thanked each and every participant for their cooperation and also thanked the authorities for deputing them. The coordinator also thanked all the resource persons for their extent of help provided through the programme. The session ended with distribution of TA & DA and the Certificate of Attendance to all the participants.

The Outcomes

The outcome of the workshop is many folds. In fact, it had generated a plenty of discussion among the participants and also among the resource persons about the concept of action research and the basic philosophy behind. To be more precise and specific, the training had empowered the CTE faculty in the area of action research. Further, each participant has developed individual action research proposal, which are ready for execution. As mentioned earlier a copy of the proposals is given in the following pages.

ACTION RESEARCH PROPOSALS

Action Research Proposal

1. Title of Action Research:

   .....

   .....

2. State the Dissatisfaction

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   .....

3. Analysis of the Problem

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4. Understanding the Probable Causes

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5. Developing Propositions

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6. Prioritising Propositions

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7. Action Hypothesis

.....

.....

8. Plan Interventions

.....

.....

a) TASK GRID

Sl. No.	Task	People	Place	Period	Comments

b) Estimated Expenditure

c) Any other relevant Informations

9. Name and Address of the Practitioner

.....

.....

ACTION RESEARCH PROPOSAL

1. Title

Developing the Ability of Writing Good Lesson–plan Among Physics Teacher Trainees.

2. Dissatisfaction

I teach content-cum-methodology of teaching physics for B.Ed. trainees. I expect all my students to perform well, plan properly, think and write good lesson-plan.

As Carter V. Good says "Lesson-plan is a plan of action that a teacher thinks before the practice". But in spite of my sincere efforts they fail to reciprocate my efforts to write good lesson-plan.

3. Analysis of the Problem

My physics method class usually has 30 students. Out of them 50% failed to write different components of the lesson plan correctly.

4. Probable Causes

The causes for the inability of the teacher-trainees to write good lesson plan may be as follows :

a) Practitioner Part

a) Lack of preparation about lesson plan
b) Giving less illustrations on lesson plan.
c) Time spent on practice is less
d) Ineffective transaction on lesson plan.
e) Lack of motivation to write good lesson plan.

b) Teacher-Trainees Part

a) Fusion / overlapping of instruction and guidance of other faculty members leading to confusion.
b) Inability to follow the steps of lesson plan properly.
c) Application of the said knowledge in new topic or in new situation.
d) Lack of interest
e) Not coping with new course of B.Ed. and new knowledge of lesson plan.

5. Developing Propositions

Proposition 1

Lesson plan is an essential part of B.Ed. course which is not done properly by the teacher trainees of physics method. This may be due to my lack of preparation and ineffective transaction with the students.

The planning has failed probably due to the inadequate time management, it means sufficient time is not spent to practice the lesson plan. It could also be due to my improper guidance which has not made them to convert theoretical knowledge into practice. Hence the teacher-trainees are not able to write good lesson plan in physics.

Proposition 2

Since the students have to study two methods, the instructions and guidance given by the other method master is perhaps creating confusion among them to write lesson plan properly which in turn leads to improper way of writing lesson plan.

6. Prioritising Propositions

Students are not able to write good lesson plan due to many reasons. Systematic planning and practice always enable the students to perform well. Therefore, I am prioritizing the first proposition.

7. Action Hypothesis

Providing sufficient practice in following the steps enable the teacher trainees to write good lesson plan.

7.1 Operational Definitions

Sufficient Practice

The practitioner defines sufficient practice as "that opportunity where all students will get opportunities to see, discuss different kinds of lesson plan covering good, bad and ugly in order to understand the goodness of the lesson plan". Hence the individual attempt made by students will be assessed and feedback will be given to them. Based on which, another attempt will be made by every trainee to come out with a lesson plan.

Good lesson- plan

A good lesson plan is one which is self-explanatory and takes care of all the steps spelt out adequately in relation to the content.

8. Plan for Intervention

To solve the problem, first the practitioner has to prepare a write-up with criteria covering all the steps of a lesson plan. Based upon this write up, the requisite evaluation tool, i.e. checklist to assess the lesson plan has to be prepared. The practitioner seek guidance and help from the faculty members of Regional Institute of Education, Mysore. The practitioner wants to complete these two tasks in the months of October and November.

B.Ed. course may start from 1st December 2005. After 15 days the practitioner undertakes orientation on lesson plan. Microteaching will be undertaken and the intervention will be undertaken. To complete the task, additional classes will be planned and the intervention will be completed till February 2005 over a period of 2 ½ months.

TASK GRID

Sl. No.	Task	People	Place	Period	Comments
1.	Preparing a write-up enumerating all the steps of a lesson plan.	Practitioner	CTE	5 hours (October)	Taking into account all steps criteria will be made.
2.	Preparing an evaluation tool to assess lesson plan.	Practitioner and Experts	CTE and RIE	10 hours (November)	Checklist based on write-up.
3.	Orientation on need, steps, importance, format of lesson plan.	Practitioner and Teacher Trainees	CTE	5 hours	Theoretical knowledge will be given.
4.	Demonstrate how to write a lesson plan	-do-	CTE	1 ½ hours	
5.	Assignment (Asked to write a lesson plan on a given topic).	Teacher trainees	CTE		Two days will be given to submit the assignment.
6.	Providing feedback regarding the lesson plan individually.	Teacher Educator to Students	CTE	5 hours	
7.	Group discussion, summarise the discussion, debriefing.		CTE	6 hours	Providing an opportunity for exchange of ideas.

8.	Assignment (Asked to write a lesson plan)		CTE		To see how far they have inculcated and tried.
9.	Evaluate the lesson plan discussion.		CTE	8 hours	To write good lesson plan

9. Estimated Expenditure

Rs.Five hundred only (Rs.500/-)

10. Name and Address of the Practitioner

Nafees Fathima
Lecturer
Government College of Teacher Education
J.L.B. Road
Mysore

ACTION RESEARCH PROPOSAL

1. Title

"Persuasive practice will enhance the effective use of SPECIMENS in Teaching Life Science".

2. Dissatisfaction

The teacher trainees are not using the specimens effectively during their classroom teaching in the Life Science. It is very essential to use the specimens while teaching and it is also very necessary to use the specimens effectively and timely. Hence, I am in a state of dissatisfaction.

3. Analysis of the Problem

Life Science needs live specimens as they are live specific support in order to satisfy the learner and his curiosity. To develop certain special skills like observation, drawing, preservation and so on, exhibition of specimen is essential.

The teacher trainees of Biology are twelve in number. Only two of them out of this are keen in collecting the prescribed specimens. Another two are using them now and then on insisting to do so. The rest of the trainees did not use the specimen as they were expected to do so.

4. Probable Causes

The problem could be due to the following causes :

i) There may be lack of self interest to collect and exhibit the specimens.
ii) Lack of efforts and risk taking nature among the teacher-pupils.
iii) Lack of knowledge about the availability of specimens.
iv) Lack of use of community resources.
v) Lack of motivation to use them in the classroom.
vi) Lack of facilities to carry them to respective schools.
vii) As I am not strict while insisting specimens.
viii) Inadequate collections of specimens and chemicals in the department.

Justification

Biology is a subject of live, life and living. It is a discipline of visual organisms. Hence, it is incomplete without using specimens. All the sensory organs should be given some stimulus. The child should TOUCH THE SPECIMENS, SMELL IT and FEEL IT. Then he or she can learn naturally and first hand experience is the priority of teaching.

"If I hear I forget, If I do I understand. Hence, in order to give them that 'doing' specimens are very essential.

If they do not use them effectively, then the children miss a lot of experiences as well as their practical knowledge about the Life Science.

Hence, I strongly felt that, it is an essential area where I can do some interventions and change them to use the specimens.

5. Developing Propositions

The Biology trainees are not using the specimens during their practice of teaching perhaps due to the lack of motivation, interest to collect them and exhibit them properly. They are perhaps not interested as they lack knowledge of the community resources and availability of the specimens. This is perhaps due to their non-flexible and non-negotiable approach. It may also be due to hesitation.

Even though they are likely to use them, they are not available in our department and they are ignorant about the methods of presentation. As our department is not having adequate equipment to carry them from college to schools, chemicals to preserve and so on, it is dissuading them to use more and more.

Hence, the above factors may or might add to the fact that the life science teacher trainees are not using the specimens to teach.

6. Prioritising Propositions

Perhaps, a majority of the teachers are not using the specimens regularly and effectively because, they lack motivation and interest, to collect or assemble them and exhibit. This could be due to the lack of knowledge of the community resources and availability of the specimens. It may also be due to the handling and exhibiting skills that the teachers are lacking in them. As a biology method master, I might have not given them extra time to practice them to teach with the specimens. Thus, perhaps, the knowledge and practice is playing an important role in dissuading them to use more and more, specimens to teach.

7. Action Hypothesis

"Persuasive practice will enhance the effective use of specimen in teaching Life Science".

Operational Definitions

a) Persuasive Practice

Here persuasive practice means, convincing the importance and relevance of specimens in Life Science.

Practices the skill of effective usage till they are acceptable level of perfections is achieved. Students will be given appropriate feedback between practices.

b) Effective Use

How they use the specimen the dexterity, handling, sensitizing the handling, preservation.
When they use the specimens at the time of conceptual understanding, at the time of discovery, at the time of evaluation.
What – suitable examples and whole specimen or part.

8. Plan for Interventions

In order to solve the identified problem, the following interventions are planned.

A. Providing the theoretical background, knowledge, need and importance of the 'specimens' in teaching Life Science through lecture and discussion method.
B. Providing a classified hand out of nature of specimens, classification, types of preservation and their availability in the local environment.
C. Convincing the importance and relevance of specimens in teaching Life Science through the demonstration. A topic is selected and taught to the high school students twice one with the specimens and the other without the specimens. The teacher trainees observe the two classes and a discussion session is arranged. The number of demonstration depend upon the understanding part of the teacher trainees. It may be more.
D. In order to develop sensitivity, the teacher trainees teach for 7-8 min. each in a simulated situation by using specimens. Each teacher uses different specimens and teach which is followed by the discussion. The sessions provide the opportunity to touch, smell, handle the live and preserved specimens. It also enables them to know **when** to use, **how** to use and **what** to use with regard to specimens. Pupil teacher practice is repeated if any changes are felt or required and thus, they are acquainted ;with various types of specimens.
E. While executing the plan, I have to take care that, specimens are used as integrated in the class. They are used differently at discovery, evaluation stage. Naturally they are made to use them even in the simulated situations.

   Myself has to select similar topic to give demonstration for both attempts. i.e. with specimens and without them. Another care is careful study of local fauna and flora and converting them into material.

F. To conduct the Action Research, I require the materials about specimens and their availability, I also require sufficient specimens to give practice. I may also take the guidance through the laboratory experts and also content expert.

TASK GRID

The time required for the Action Plan might be around two and a half months.

- First month consists of Task Number 1 and Task Number 2.
- Second Month consists of Task No 3 and Task No.4
- Third month is planned for Task 5 and Task 6.

Sl. No.	Task	People	Place	Period	Comments
1.	Epistemology of specimens Theoretical Knowledge	Self to teacher trainees	Lecture Hall at the College (CTE)	3 Hours	Along with materials regarding the local Fauna and Flora and the list of college specimens.
2.	Convincing the importance and relevance of specimens in teaching Life Science, through Demonstrations.	Self to High School pupils and Teacher Trainees	DHS and Methodology Room	2 hours	Number of classes are given to High School students one with specimens and one without specimen.
3.	Developing sensitivity, towards 'SPECIMENS' (what, when, how)	Teacher trainees to Teacher trainees	Methodology Room	1 hour X No. of Teacher Trainees	
4.	Testing the Performance of the Teacher Trainees	Self to Teacher Trainees	Methodology Room	1 Hour	Post-Test tools are administered and results/ data are tabulated.
5.	Data Analysis, Recording and Submission	Self	Methodology room and Library reading room	4 Hours	Consolidating all the task and documenting.

8. Estimated Expenditure

1. For Tools - Pre-test, Post-Test
   DTP, Xeroxes and contingency charges. Around Rs.300/-.

2. For Materials
   DTP, Xeroxes and contingency charges around Rs.300/-.

3. For consultation may visit local community resources Rs.100/-.

4. For Epistemology and guidance may contact RPs and arrange a demo Rs.500/-

5. Availing different specimens for Demonstrations, Rs.1000/-.

6. Transparencies and Floppy + CDs Rs.400/-

7. Reporting – computer + xerox + postal Rs.300/-

8. Photographs – Rs.100/-

   Total – Rs.3000/-

9. Any other relevant Informations

May require some letters to Head of the Institution regarding the Action Research I am undertaking.

May require some letters to visit community researches.

May also need some letters to guide me to the subject experts.

10. Name and Address of the Practitioner

Smt. Vijayalaxmi Desai, B.Sc., M.A., M.Ed.
Lecturer
M.L.M.N. College of Education
Jyothinagara
Chikmagalur 577 102

ACTION RESEARCH PROPOSAL

1. Title

Impact of Stimulus Variation on Attending Behaviour of Teacher Trainees.

2. Dissatisfaction

I am not satisfied with the attending behaviour of the teacher trainees.

3. Analysis of the Problem

There are 40 students in my subject. Among these 40 students, 15 students involve in some other activities when I am taking the class. They engage in activities such as reading some notes or books, writing lesson plan or notes, murmuring and I have noticed some students yawning and changing their sitting posture more often.

This inattentive behaviour has generated a doubt in my mind that the skills I use to present the lesson is not proper and believe there is a need to use the skill of stimulus variation.

4. Probable Causes

i) Teacher is not using the skill of stimulus variation.
ii) Students are not familiar with the languages used by the teacher and almost all in this group belongs to North India.
iii) Students are attending the training course because of compulsion by this parents.
iv) Students are not interested in this subject.

5. Developing Propositions

- This problem could be because of task of use of the skill stimulus variation by the teacher. Probably this might be the reason for the students to loose interest in the subject.
- Some students might not have taken this course by choice.
- Another reason could be that these students are from N.J. Hence they do not know the regional language and English language.

6. Prioritising Propositions

I am prioritizing the first proposition.

7. Action Hypothesis

Use of *stimulus variation* in teaching will enhance the *attending behaviour* of the students.

Operational Definitions

Stimulus Variation: The set of teacher behaviour that kept in sustaining the pupils' attention in teaching situation is called stimulus variation.

The set of teacher behaviors are as follows :

1. Movement
2. Gestures (are non-verbal .....to express feelings and emotions)
3. Change in voice.
4. Focusing
5. Pause

Attending Behaviour

Attending behaviour is a behaviour where the participants are participating attentively to the teacher without being distracted by any other factors.

Tasks

1. Equipping with the components of stimulus variation by the practitioner.
2. Incorporating the components of stimulus variation in training.
3. Assessing the effect of using stimulus variation on the students.

8. Plan for Interventions

- First few class and approximately 5 to 8 class teachers without using the skill stimulus variation. Two students will be asked to observe the attending behaviour of the remaining students.
- Practitioner equipping with the component of stimulus variation.
- Incorporating the components of stimulus variation in teaching.
- Assessing the effect of using stimulus variation on the student. This will be done by comparing the observation schedule.

TASK GRID

Sl. No.	Task	People	Place	Period	Comments
1.	Practitioner's preparation	Practitioner alone	Home/ Library	3 days	To be done at practitioner's level.
2.	Implementing	Practitioner and 40 students	Classroom		Practitioner uses the skills while teaching the lesson.
3.	Assessing	Practitioner alone	Home / staff room	1 day	The practitioner compares the observation schedules and assess the impact.

Teacher assesses the attending behaviour by using the technique students' intervention observation.

9. Name and Address of the Practitioner

Kumar K
MES Teachers' College
Rajaji Nagar
Bangalore – 10
Phone : 23321600

Action Research Proposal

1. Title

ತರಗತಿಯ ನಿರ್ವಹಣೆಯ ಕೌಶಲ್ಯವು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವಂತೆ ಮಾಡುವುದು.

2. Dissatisfaction

"ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ" ವಿಷಯದ ಬೋಧನೆಯಲ್ಲಿ ನೂರುಜನ ವಿದ್ಯಾರ್ಥಿಗಳಿದ್ದು ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳದಿರುವುದು ಅಸಮಧಾನಕರ ಸಂಗತಿಯಾಗಿದೆ.

ಶಿಕ್ಷಣವು ಒಂದು ದ್ವಿಮುಖ ಪ್ರಕ್ರಿಯೆಯಾಗಿದ್ದು ಇದರಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸಿದರೆ ಮಾತ್ರ ಬೋಧನೆಯ ಉದ್ದೇಶ ಈಡೇರುತ್ತದೆ. ಆದರೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳದಿರುವುದು ಅತೃಪ್ತಿಕರವಾದ ಸಂಗತಿಯಾಗಿದೆ.

ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಯಲ್ಲಿ ತಾವೇ ಮುಂದೆ ಬಂದು ಭಾಗವಹಿಸುತ್ತಿಲ್ಲ. ಅಲ್ಲದೆ ಶಿಕ್ಷಕರು ಪಾಠದ ಮಧ್ಯೆ ಕೇಳುವ ಯಾವುದೇ ಪ್ರಶ್ನೆಗಳಿಗೆ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತಿಲ್ಲ. ಉಪನ್ಯಾಸಕರು ನಿಯೋಜಿಸಿದ ಯವುದೇ ಕಾರ್ಯಗಳನ್ನು ದಕ್ಷತೆಯಿಂದ ಮಾಡದಿರುವುದು ಸ್ವಾಗತಾರ್ಹವಾದ ಬೆಳವಣಿಗೆಯಲ್ಲ.

3. Analysis of the Problem

ಶೈಕ್ಷಣಿಕ ತತ್ವಜ್ಞಾನ, ಶೈಕ್ಷಣಿಕ ಸಮಾಜಶಾಸ್ತ್ರ ಮತ್ತು ಪ್ರಸ್ತುತ ಭಾರತದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಬೆಳವಣಿಗೆ ಮತ್ತು ಸಮಸ್ಯೆಗಳನ್ನು ಒಳಗೊಂಡಿರುವ ವಿಷಯವೇ ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ (Education in Emerging India). ಈ ವಿಷಯವು ಎಲ್ಲಾ ಶೈಕ್ಷಣಿಕ ವಿಷಯಗಳಿಗೆ ಬುನಾದಿಯಾಗಿದ್ದು ಈ ವಿಷಯವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಿಳಿಯಬೇಕಾಗಿರುವುದು ಬಹಳ ಮುಖ್ಯ ಮತ್ತು ಅನಿವಾರ್ಯವಾಗಿರುವುದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳು ಆಸಕ್ತಿಯಿಂದ ಕಲಿಕೆಯಲ್ಲಿ ಭಾಗವಹಿಸಬೇಕಾಗಿದೆ. ಅಲ್ಲದೆ ಪ್ರಸ್ತುತ ವಿಷಯದಲ್ಲಿ ಪರೀಕ್ಷೆಯಲ್ಲಿ ನೂರು ಅಂಕಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಉತ್ತರಿಸಬೇಕಾಗಿರುವುದರಿಂದ ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸದಿರುವುದು ಅಪೇಕ್ಷಣೀಯ ಬೆಳವಣಿಗೆಯಾಗಿರುವುದಿಲ್ಲ

4. Probable Causes

೧. ಶಿಕ್ಷಕರು ಸಾಕಷ್ಟು ಪೂರ್ವಸಿದ್ಧತೆಯನ್ನು ಮಾಡಿಕೊಂಡು ವಿಷಯ ಬೋಧನೆಯನ್ನ ಮಾಡದಿರುವುದು.

೨. ಶಿಕ್ಷಕರು ತರಗತಿಯಲಿ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧನೆ ಮಾಡದಿರುವುದು.

೩. ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಕಲಿಕೆಯೊಡನೆ ಪ್ರೇರೇಪಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರು ವಿಫಲರಾಗಿರುವುದು.

೪. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಆಸಕ್ತಿ ಮೂಡಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರು ವಿಫಲರಾಗಿರುವುದು.

೫. ಬೋಧನೆಯು ಏಕಮುಖವಾಗಿರುವುದು ಮತ್ತು ನೀರಸವಾಗಿರುವುದು.

೬. ಶೇ. ೨೦ ರಷ್ಟು ವಿದ್ಯಾರ್ಥಿಗಳು ಆಂಗ್ಲಮಾಧ್ಯಮದವರಾಗಿದ್ದು, ಶಿಕ್ಷಕರು ಸಾಕಷ್ಟು ಆಂಗ್ಲಭಾಷೆಯನ್ನು ಬಳಸದಿರುವುದು.

೭. ಶಿಕ್ಷಕರು ಒಂದೇ ಕಡೆ ನಿಂತು ಚಲನವಲನವಿಲ್ಲದೆ ಬೋಧಿಸುವುದು.

೮. ವಿದ್ಯರ್ಥಿಗಳ ಗಮನ ಸೆಳೆಯುವಂತೆ ಆಕರ್ಷಣೀಯವಾಗಿ ಬೋಧಿಸದಿರುವುದು.

೯. ಬೋಧನೆಯ ನಡುವೆ ಆಗಾಗ್ಗೆ ಪ್ರಶ್ನೆ ಕೇಳಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪಾಠದ ಕಡೆ ಜಾಗ್ರತೆಯಿಂದ ಇರುವಂತೆ ಮಾಡದಿರುವುದು.

೧೦. ಬೋಧನೆಯನ್ನು ಸಾಕಷ್ಟು ನಿಧಾನವಾಗಿ ಮಾಡದಿರುವುದು.

೧೧. ವಿದ್ಯಾರ್ಥಿಗಳ ಅಶಿಸ್ತಿನ ವರ್ತನೆ.

೧೨. ವಿದ್ಯಾರ್ಥಿಗಳ ಬೇಜವಾಬ್ದಾರಿ ವರ್ತನೆ.

5. Developing Propositions:

ನನ್ನ ಬೋಧನೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿಲ್ಲದಿರುವುದಕ್ಕೆ ಕಾರಣ ನಾನು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಕಲಿಕೆಯ ದಿಕ್ಕಿನತ್ತ ಪ್ರೇರೇಪಿಸವಲ್ಲಿ ಪ್ರಾಯಶಃ ಅಸಮರ್ಥಳಾಗಿರಬಹುದು. ಈ ಅಸಮರ್ಥನೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯದಲ್ಲಿ ನನಗೆರುವ ಅಪ್ರಭುತ್ವ ಕಾರಣವಿರಬಹುದು. ಬೋಧನೆಗೆ ಮುಂಚೆ ಸಾಕಷ್ಟು ಪೂರ್ವಸಿದ್ಧತೆಯ ಅಗತ್ಯವಿರಬಹುದು. ನನಗೆ ಗೊತ್ತಿರುವ ವಿಷಯವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ತಲುಪಿಸುವಲ್ಲಿ ವಿಫಲಳಾಗಿರಬಹುದು. ಈ ಕಾರಣಗಳಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬೋಧನೆ – ಕಲಿಕೆಯಲ್ಲಿ ಆಸಕ್ತಿಯಾಗಲಿ, ಕುತೂಹಲವಾಗಲಿ ಇಲ್ಲದಿರುವುದು ಈ ನಿರಾಸಕ್ತಿಗೆ ನನ್ನ ಬೋಧನೆ ಆಕರ್ಷಣೆಯವಾಗಿಲ್ಲದಿರುವುದು ಭಾಗಶಃ ಕಾರಣವಾಗಿರಬಹುದು.

ವಿದ್ಯಾರ್ಥಿಗಳ ಬೇಜವಾಬ್ದಾರಿ ವರ್ತನೆ, ಕಲಿಕೆಯಲ್ಲಿ ನಿರಾಸಕ್ತಿ, ವಿದ್ಯಾರ್ಥಿಗಳ ವೈಯುಕ್ತಿಕ ಸಮಸ್ಯೆಗಳು, ಕಲಿಕೆಯಲ್ಲಿ ಅವರಿಗಿರುವ ಋಣಾತ್ಮಕ ಮನೋಭಾವಗಳು ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವುದಕ್ಕೆ ಕಾರಣವಾಗಿ ಕಲಿಕೆಯಲ್ಲಿ ನಿರೀಕ್ಷಿತ ಮಟ್ಟ ತಲುಪದಿರಲು ಕಾರಣವಗಿದೆ.

6. Prioritising Propositions

ತರಗತಿಯ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಕ್ರಿಯವಾಗಿ ಕಲಿಕೆಯಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳದಿರುವುದಕ್ಕೆ ತನ್ನ ಅಸಮರ್ಪಕ ಬೋಧನೆಯು ಕಾರಣವಾಗಿದ್ದು, ಇದು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅನಾಸಕ್ತಿಯನ್ನು ಉಂಟುಮಾಡಿದ್ದು , ತರಗತಿಯ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯವನ್ನು ಸಮರ್ಪಕವಾಗಿ ಬಳಸಿಕೊಳ್ಳುವುದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವಂತೆ ಮಾಡಬಹುದು ಆದುದರಿಂದಮೊದಲನೆಯ ಪ್ರಸ್ತಾಪವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

7. Action Hypothesis

ತರಗತಿಯ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯವನ್ನು ಸುಧಾರಿಸಿಕೊಳ್ಳುವುದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳು ಬೋಧನಾ ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವಂತೆ ಮಾಡಬಹುದು.

8. Operational Definition

ತರಗತಿಯ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯ

ಬೋಧನೆಯಲ್ಲಿ ತರಗತಿಯ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯವು ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ಬೋಧನೆಯಷ್ಟೇ ಮಹತ್ವದ ಸ್ಥಾನ ತರಗತಿಯ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯಕ್ಕಿದೆ. ಶಿಕ್ಷಕ ತಾನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಿಳಿಸಬೇಕಾಗಿರುವುದನ್ನು ಸಮರ್ಪಕವಾಗಿ ತಿಳಿಸಬೇಕಾಗುತ್ತದೆ. ತರಗತಿಯ ನಿರ್ವಹಣ ಕೌಶಲ್ಯವನ್ನು ಸರಿಯಾಗಿ ಬಳಸಿಕೊಳ್ಳದಿದ್ದರೆ ಬೋಧನೆ ನಿರುಪಯುಕ್ತವಾಗುತ್ತದೆ. ಆದುದರಿಂದ ತರಗತಿಯ ನಿರ್ವಹಣ್ಣಾ ಕೌಶಲ್ಯವೆಂದರೆ ಶಿಕ್ಷಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನವನ್ನು ತನ್ನ ಬೋಧನೆಯತ್ತ ಸೆಳೆಯುವ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ಕುತೂಹಲ, ಆಸಕ್ತಿ ಕೆರಳಿಸುವಂತೆ ಬೋಧಿಸುವುದಾಗಿದೆ. ತರಗತಿಯ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯದಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳ ಮನಸ್ಸು ಬೋಧನೆಕಲಿಕೆಯತ್ತ ಕೇಂದ್ರೀಕರಿಸುವಂತೆ ಮಾಡಬಹುದಾಗಿದೆ.

ಸಕ್ರಿಯ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ

ಯಾವುದೇ ವಿಷಯ ಬೋಧನೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಂಡಾಗ ಮಾತ್ರ ಕಲಿಕೆ ಸಾಧ್ಯ. ಆದ್ದರಿಂದ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವುದು ಎಂದರೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಬೋಧನಾ-ಕಲಿಕೆ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಪಾಠದ ಕಡೆ ಗಮನಹರಿಸುವುದು, ಉಪಾಧ್ಯಾಯರ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು ಉಪಾಧ್ಯಾಯರು ನಿಯೋಜಿಸಿದ ಕಾರ್ಯಗಳನ್ನು ದಕ್ಷತೆಯಿಂದ ನಿರ್ವಹಿಸುವುದು ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಉತ್ಸಾಹದಿಂದ ಪಾಲ್ಗೊಳ್ಳುವುದಾಗಿದೆ.

9. Name and Address of the Practioner

Smt. H.N. Geethamba
Lecturer
Government College of Teacher Education
Mysore.

TASK GRID

No	Task	People	Place	Period	Comments
1.	ಉಪನ್ಯಾಸ ವಿಧಾನದ ಜೊತೆಗೆ ಪ್ರಶ್ನೋತ್ತರ ವಿಧಾನವನ್ನು ಬಳಸುವುದು	ಶಿಕ್ಷಕರು ಮತ್ತು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು	ತರಗತಿಯಲ್ಲಿ	೨ ಅವದಿ	ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವಂತೆ ಮಾಡಲು ಪ್ರಶ್ನೆಗಳನ್ನು ಆಗಾಗ್ಗೆ ಕೇಳುವ ಮೂಲಕ ವಿಷಯ ಅರ್ಥವಾಯಿತೇ ಇಲ್ಲವೇ ಎಂಬುದನ್ನು ತಿಳಿದುಕೊಂಡು ಹೇಳುವ ವಿಷಯದ ಪುನರಾವರ್ತನೆ ಅಗತ್ಯವಿದ್ದರೆ ಮಾಡುವುದು.
2.	ಏಕಮುಕ ಬೋಧನೆಗೆ ಬದಲಾಗಿ ಚರ್ಚಾ ವಿಧಾನವನ್ನು ಬಳಸುವುದು.	ಶಿಕ್ಷಕರು ಮತ್ತು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು	ತರಗತಿಯಲ್ಲಿ	೩ ಅವಧಿ	ಉಪನ್ಯಾಸಕರು ಚರ್ಚೆಗೆ ಯೋಗ್ಯವಾದ ವಿಷಯಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಮುಂದೆ ಮಂಡಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಚರ್ಚೆಯಲ್ಲಿ ಭಾಗವಹಿಸುವಂತೆ ಮಾಡುವುದು ಮತ್ತು ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತ ಪಡಿಸಲು ಅವಕಾಶ ನೀಡುವುದು.
3.	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ/ಗುಂಪುಗಳಿಗೆ ನಿರ್ಧಿಷ್ಟ ವಿಷಯಗಳನ್ನು ಹಚಿಚಿ ಪೂರ್ವಸಿದ್ಧತೆಯೊಂದಿಗೆ ಬಂದು ತರಗತಿಯಲ್ಲಿ ಸೆಮಿನಾರ್‌ಗಳನ್ನು ಮಾಡಿಸುವುದು.	ಶಿಕ್ಷಕರು ಮತ್ತು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು	ತರಗತಿಯಲ್ಲಿ	೪ ಅವಧಿ	ನಿಗದಿಯಾದ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೆಮಿನಾರ್ಗಳನ್ನು ಮಾಡಲು ಸೂಚಿಸಿ ತರಗತಿಯಲ್ಲಿ ಇತರೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಕೇಳುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಲು ಸಮರ್ಥರಾಗುವಚಿತೆ ಸಿದ್ಧರಾಗಲು ಸೂಚಿಸುವುದು.
4.	ಚಲನವಲನದಲ್ಲಿಅಗತ್ಯಬದಲಾವಣೆ ಮಾಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಆಸನ ವ್ಯವಸ್ಥೆ ಬದಲಾವಣೆ ಮಾಡುವುದು.	ಶಿಕ್ಷಕರು ಮತ್ತು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು	ತರಗತಿಯಲ್ಲಿ	೨ ಅವಧಿ	ಉಪನ್ಯಾಸಕರ ತಮ್ಮ ಚಲನವಲನದಲ್ಲಿ ಅಗತ್ಯ ಬದಲಾವಣೆಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಚಲನ-ವಲನದ ಕಡೆಗೆ ಗಮನ ಹರಿಸುವುದು.

Action Research Proposal

1. Title

ಕನ್ನಡ ಬೋಧನಾ ಪದ್ಧತಿಯ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಉಚ್ಚಾರಣಾ ಉಚ್ಚಾರಣಾ ದೋಷವನ್ನು/ಗಳನ್ನು ನಿವಾರಿಸುವುದು.

2. Dissatisfaction

ಬಿ.ಎಡ್. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಶಿಕ್ಷಕರೊಂದಿಗೆ ಸಹ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಮತ್ತು ಪಾಠ ಮಾಡುವಾಗ ಉಚ್ಚಾರ ದೋಷಗಳಾದ ಅ–ಹ, ನ–ಣ, ಲ–ಳ, ಶ–ಷ–ಸ, ಒ–ವ, ಹ–ಅ, ಗಳನ್ನು ಅಕ್ಷರಗಳನ್ನು ಬಹಳಷ್ಟು ಸಂದರ್ಭದಲ್ಲಿ ಮಾಡುತ್ತಾರೆ. ಹಾಗೆ ಮಾಡುವ ತಪ್ಪುಗಳನ್ನು ಆಯಾ ಸಂದರ್ಭದಲ್ಲಿ ತಿದ್ದಿದಾಗಲೂ ಸಹಿತ ಮಾಡಿದ ದೋಷಗಳನ್ನು ಮತ್ತೆ ಮತ್ತೆ ಮಾಡುವುದು, ಭಾಷಾ ಶಿಕ್ಷಕರಾಗಲು ಹೊರಟಿರುವ ಇವರು ಮುಂದೆ ಮಕ್ಕಳನ್ನು ಸರಿಯಾಗಿ ತಿದ್ದದೇ ಹೋದರೆ ಈ ತಪ್ಪುಗಳು ಹಾಗೆ ಮುಂದುವರೆಯುವದರಿಂದ ದೋಷಗಳನ್ನು ಈ ಹಂತದಲ್ಲಿ ತಿದ್ದುವುದು ಅವಶ್ಯ.

3. Analysis of the Problem

ಈ ಸಮಸ್ಯೆಯನ್ನು ನಾನು ಆಯ್ದುಕೊಳ್ಳಲು ಕಾರಣ ಏನೆಂದರೆ ನಮ್ಮ ಸಂಸ್ಥೆಗೆ ದಾಖಲಾಗಲು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಬೇರೆ ಬೇರೆ ಜಿಲ್ಲೆಯಿಂದ ಆಯ್ಕೆಯಾಗಿ ಬಂದು ಆಯಾ ಪ್ರದೇಶಿಕ ಬಿನ್ನತೆಯ ಪ್ರಭಾವದಿಂದ ಮಾತನಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಒಂದೊಂದು ಸ್ವರವ್ಯಂಜನಗಳನ್ನು ಬಳಸುವ ರೀತಿ ಭಿನ್ನವಾಗಿರುತ್ತದೆ. ಇದರಿಂದ ಕೇಳುಗರಿಗೆ ಮತ್ತು ಪಾಠವನ್ನು ಆಲಿಸುವ ಮಕ್ಕಳಿಗೆ ಸರಿಯಾಗಿ ಅರ್ಥವಾಗದೆ ಅಪಹಾಸ್ಯಕ್ಕೆ ಎಡೆಯಾಗುತ್ತದೆ ಮತ್ತು ವರ್ಗಕೋಣೆಯಲ್ಲಿಯ ಪಾಠ ಮಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಶಾಲಾ ಮಕ್ಕಳು ಗದ್ದಲ ಮಾಡುವ ಸಂದರ್ಭಗಳು ಇರುವುದರಿಂದ ಈ ದೋಷಗಳನ್ನು ತಿದ್ದುವುದು ಅವಶ್ಯವೆಂದು ನನ್ನ ಅನಿಸಿಕೆಯಾದ್ದರಿಂದ ಈ ಸಮಸ್ಯೆಯನ್ನು ಆಯ್ದುಕೊಂಡಿರುತ್ತೇನೆ.

4. Probable Causes

೧. ಪ್ರಾದೇಶಿಕ ಭಿನ್ನತೆ ಉಚ್ಚಾರ ದೋಷಕ್ಕೆ ಕಾರಣವಿರಬಹುದು.
೨. ತಪ್ಪು ಕಲ್ಪನೆಯಿಂದ ಅಂದರೆ ಅಲ್ಪ ಸ್ವರಗಳನ್ನು ದೀರ್ಘ ಸ್ವರದಂತೆ ಉಚ್ಚರಿಸುವುದು.
೩. ನಾನು ಪಾಠಮಾಡುವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಉಚ್ಚಾರ ದೋಷಗಳನ್ನು ಮಾಡಿದ್ದರ ಪರಿಣಾಮವು ಇರಬಹುದು.
೪. ಮನೆಯ / ಸಾಮಾಜಿಕ ವಾತಾವರಣ
೫. ಹಿಂದಿನ ತರಗತಿಗಳಲ್ಲಿ ಅವರ ತಪ್ಪನ್ನು ಶಿಕ್ಷಕರು ತಿದ್ದದೇ ಇರುವುದು.
೬. ಶ್ರವಣೇಂದ್ರಿಯ ದೋಷಗಳು

ಸರಿಯೆಂದು ತೋರಿಸಿದ ಮಾರ್ಕ್ಗಳನ್ನು ನಾನು ದೋಷಗಳನ್ನು ನಿವಾರಿಸಲು ಸಾಧ್ಯವೆಂದು ತೋರುವ ಅಂಶಗಳಾಗಿವೆ.

ಉಳಿದ ಕಾರಣಗಳನ್ನು ನನಗೆ ತಿದ್ದಲು ಸಾಧ್ಯವಿಲ್ಲದ ಕಾರಣ ಈ ಅಂಶಗಳನ್ನು ಕ್ರಿಯಾ ಸಂಶೋಧನೆಯಿಂದ ಪರೀಕ್ಷಿಸಲು ಸಾಧ್ಯವಿಲ್ಲ.

4. Developing Propositions

ಬಿ.ಇಡಿ. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮಾತನಾಡುವಾಗ ದೋಷಗಳು ಉಂಟಾಗಲು, ಧ್ವನಿ ಉತ್ಪಾದನೆ ಹೇಗೆ ಉಂಟಾಗುತ್ತದೆಯೆಂಬುದರ ಪರಿಕಲ್ಪನೆಯಿಲ್ಲದಿರುವುದು, ತಪ್ಪು ಉಚ್ಚರಿಸುವುದರಿಂದ ಹಾಸ್ಯಕ್ಕೆ ಈಡಾಗುತ್ತದೆಯೆಂಬುದರ ಪರಿಕಲ್ಪನೆ ಇಲ್ಲದಿರುವುದು, ಮನೆಯ ವಾತಾವರಣ / ಪ್ರಾದೇಶಿಕ ಭಿನ್ನತೆ ಕಾರಣವಿರಬಹುದು. ಇದರ ಜೊತೆಗೆ ಮನೆಯಲ್ಲಿರುವ ವ್ಯಕ್ತಿಗಳು ತಿದ್ದದೆ ಇರುವುದು ಮತ್ತು ಈ ಹಿಂದಿನ ವರ್ಗಗಳ ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಲು ಮಾಡಿದ ದೋಷಗಳನ್ನು ಸರಿಪಡಿಸದೇ ಇರುವುದು ಸಹ ಬಹಳಷ್ಟು ದೋಷಗಳು ಉಂಟಾಗಲು ಸಾಧ್ಯ.

5. Prioritising Propositions

೧. ನಾನು ಪಾಠ ಮಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ನನಗೆ ಗೊತ್ತಿಲ್ಲದೆ ತಪ್ಪು ಉಚ್ಚರಿಸುವ ರೀತಿಯಿಂದಲೂ
ದೋಷ ಹೆಚ್ಚಿರಲು ಕಾರಣವಾಗಿರಬಹುದು.
೨. ಪ್ರಶಿಕ್ಷಾರ್ಥಿಗಳ ಧ್ವನಿ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ದೋಷಗಳಿರುವುದು.
೩. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಧ್ವನಿಗಳನ್ನು ಉಚ್ಚರಿಸುವ ರೀತಿ ಗೊತ್ತಿಲ್ಲದಿರುವುದು.

6. Action Hypothesis

ಪ್ರಾತ್ಯಕ್ಷಿತೆ ಮತ್ತು ರೂಢಿ ವಿಧಾನದ ಮೂಲಕ ಕನ್ನಡ ಬೋಧನಾ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಉಚ್ಚರಿಸುವ ದೋಷಗಳನ್ನು ನಿವಾರಿಸುವುದು.

7. Plan for Interventions

೧. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸಾಂದರ್ಭಿಕವಾಗಿ ಮಾತನಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಅವರು ಮಾಡುವ ದೋಷಗಳನ್ನು ಗುರ್ತಿಸುವುದು.
೨. ಯಾವ ದೋಷಗಳನ್ನು ಹೆಚ್ಚಾಗಿ ಮಾಡುತ್ತಾರೆ ಎಂಬುದನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು.
೩. ಅವರು ಮಾಡುವ ದೋಷಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಒಂದು ಘಟನೆ / ಕಥೆ ಬಳಸಿ ಓದಿಸುವಾಗ ಟೇಪ್‌ರೆಕಾರ್ಡರನ್ನು ಬಳಸುವುದು.

8. Name and Address of the Practitioner

Smt. Jayashree A Biradar
Lecturer
Government College of Teacher Education
Kakatiways
Belguam.

TASK GRID

No.	TASK	PEOPLE	PLACE	PERIOD	COMMENTS
1.	ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮಾತನಾಡುವಾಗ ಉಚ್ಚರಿಸುವ ದೋಷಗಳನ್ನು ಗುರ್ತಿಸುವುದು.	ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು	ಸಿ.ಟಿ.ಇ. ಬೆಳಗಾವಿ	೫ ರಿಂದ ೮ ಅವಧಿ	ವೀಕ್ಷಣೆ ಮಾಡುವುದರಿಂದ ದೋಷಣಾ ಪಟ್ಟಿತಯಾರಿಕೆ.
2.	ಗುರ್ತಿಸಿದ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಯಾವ ದೋಷಗಳನ್ನು ಹೆಚ್ಚು ಮಾಡುತ್ತಾರೋ ಅಂತಹ ಅಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಒಂದು ಕಥೆ/ ಘಟನೆಯನ್ನು ತಯಾರಿಸಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಂದ ಓದಿಸುವುದು. ಈ ಸಂದರ್ಭದಲ್ಲಿ ಟೇಪನ್ನು ಬಳಸಿ ದಾಖಲೆ ಮಾಡುವುದು.	ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮತ್ತು ಶಿಕ್ಷಕರು	ಸಿ.ಟಿ.ಇ. ಬೆಳಗಾವಿ	೬ ರಿಂದ ೮ ಅವಧಿ	ಟೇಪನ್ನು ಬಳಸಿ ಉಚ್ಚಾರ ದೋಷಗಳನ್ನು ಮಾಡುವುದನ್ನು ಖಚಿತ ಪಡಿಸಿಕೊಳ್ಳುವುದು.
3.	ದೋಷ ನಿವಾರಣೆಗಾಗಿ ಧ್ವನಿ ಧ್ವನಾಂಗಗಳು, ಅವುಗಳನ್ನು ಬಳಸುವ ರೀತಿ, ಮತ್ತು ಉತ್ಪತ್ತಿ ಸ್ಥಾನ, ಸರಿಯಾದ ಉಚ್ಚಾರಣೆಯ ಅವಶ್ಯಕತೆ ಬಗೆಗೆ ತಿಳುವಳಿಕೆ ನೀಡುವುದು, ಮಾರ್ಗದರ್ಶನ	ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮತ್ತು ಶಿಕ್ಷಕರು	ಸಿ.ಟಿ.ಇ. ಬೆಳಗಾವಿ	೫ ರಿಂದ ೮ ಅವಧಿ	ಪಾಠ ನೀಡುವುದು.
4.	ಪಾಠ ಬೋಧನೆ ನಂತರ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮಾಡುವ ದೋಷಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಈ ಅಕ್ಷರಗಳನ್ನೇ ಬಳಸಿ ಕತೆ/ ಘಟನೆಯನ್ನು ಟೇಪ್ ಬಳಸಿ ಓದಿಸುವುದು.	ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮತ್ತು ಶಿಕ್ಷಕರು	ಸಿ.ಟಿ.ಇ. ಬೆಳಗಾವಿ	೪ ರಿಂದ ೮ ಅವಧಿ	ತಪ್ಪು ತಿಳುವಳಿಕೆ/ ಉಚ್ಚರ ದೋಷಗಳ ನಿವಾರಣೆಗೆ ಟೇಪನ್ನು ಬಳಸುವುದು ಅದನ್ನು ಮಕ್ಕಳ ಮುಂದೆ ಪ್ರಸಾರ ಮಾಡುವುದು.

Action Research Proposal

1. Title

ಪಾಠಯೋಜನೆಯಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು ಹಾಗೂ ಕಲಿಕಾಫಲಗಳನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯದ ಬೆಳವಣಿಗೆ.

2. Dissatisfaction

• ಬಿ.ಎಡ್. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಪಾಠಯೋಜನೆಯಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಬೋಧನಾ ಉದ್ದೇಶಗಳು ಹಾಗೂ ಕಲಿಕಾಫಲಗಳನ್ನು ಬರೆಯುವಲ್ಲಿ ದೋಷಗಳನ್ನು ಮಾಡುತ್ತಿದ್ದಾರೆ. ಅವರಿಗೆ ಅವರು ದೋಷಗಳನ್ನು ತಿಳಿಸಿಕೊಡುವ ಮೂಲಕ ದೋಷಗಳನ್ನು ನಿವಾರಿಸುವ ಅವಶ್ಯಕತೆ ಇದೆ.

3. Analysis of the Problem

೧. ಪಾಠಯೋಜನೆಯಲ್ಲಿ ಜ್ಞಾನ, ಗ್ರಹಿಕೆ, ಕೌಶಲ್ಯ, ಪ್ರಶಂಸೆ ಈ ನಿರ್ದಿಷ್ಟಗಳಲ್ಲಿ ಒಳಪಡುವ ಘಟಕದ ಅಂಶಗಳ ಸ್ಥಾನಪಲ್ಲಟವಾಗುವಿಕೆ.
೨. ಘಟಕಗಳ ಕೆಲವು ಅಂಶಗಳನ್ನು ಬಿಟ್ಟಿರುವುದು.
೩. ನಿರ್ದಿಷ್ಟಗಳ ಕ್ರಿಯಾಪದಗಳನ್ನು ಗುರುತಿಸುವಿಕೆ ಹಾಗೂ ಕಲಿಕಾ ಫಲಗಳ ನಿರ್ಧಾರದಲ್ಲಿನ ದೋಷಗಳು.

4. Probable Causes

In Our Control

೧. ನಿರ್ದಿಷ್ಟಗಳ ತಿಳುವಳಿಕೆಯಲ್ಲಿ ಕೊರತೆ ಅಥವಾ ಗೊಂದಲ.
೨. ಕಲಿಕಾ ಫಲಗಳನ್ನು ನಿರ್ಧರಿಸುವಲ್ಲಿ ವಿಫಲತೆ ಅಥವಾ ಗೊಂದಲ
೩. ಗದ್ಯ–ಪದ್ಯ–ವ್ಯಾಕರಣ–ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ಬೋಧನೆ ಇವುಗಳ ನಿರ್ದಿಷ್ಟಗಳಲ್ಲಿ ಸಮರೂಪ ಇಲ್ಲದಿರುವುದು.

Beyond Our Control

೧. ಪಾಠಯೋಜನೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗಿರುವ ಸಮಯಾಭಾವ.
೨. ವಿದ್ಯಾರ್ಥಿಗಳ ನಿರಾಸಕ್ತಿ ಹಾಗೂ ಒತ್ತಡ.
೩. ಸೂಕ್ತವಾದ ಬೋಧನಾ ಘಟಕ ಸಿಕ್ಕದಿರುವುದು.
೪. ಬೇರೆ Methodಗಳ Master ನೀಡಬಹುದಾದ ಭಿನ್ನ ತಿಳಿವಳಿಕೆ.

5. Developing Propositions

In Our Control

ಪಾಠಯೋಜನೆಯಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಬೋಧನೆ ಉದ್ದೇಶಗಳನ್ನು ಹಾಗೂ ಕಲಿಕಾ ಫಲಗಳನ್ನು ಬರೆಯುವಾಗ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ ತಿಳುವಳಿಕೆಯ ಕೊರತೆ ಅಥವಾ ಗೊಂದಲದಿಂದ ದೋಷಗಳಾಗಬಹುದು. ಅದರಂತೆ ಗದ್ಯ-ಪದ್ಯ-ವ್ಯಾಕರಣ-ಪತ್ರಲೇಖನ, ನಿಬಂಧ ಬೊಧನೆ ಇವುಗಳ ನಿರ್ದಿಷ್ಟಗಳ ಸಾಮ್ಯತೆ ಇಲ್ಲದಿರುವುದರಿಂದ ಅವರಿಗೆ ಸೂಕ್ತ ತಿಳುವಳಿಕೆಯನ್ನು ನೀಡಿ ಗೊಂದಲವನ್ನು ನಿವಾರಿಸುವ ಮೂಲಕ ದೋಷಗಳನ್ನು ಪರಿಹರಿಸಬಹುದು.

Beyond Our Control

ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಪಾಠಯೋಜಿಸುವಲ್ಲಿ ಸಮಯಾಭಾವ ಹಾಗೂ ಕೆಲಸದ ಒತ್ತಡದ ಜೊತೆಗೆ ನಿರ್ದಿಷ್ಟಗಳನ್ನು ಸಮರ್ಪಕವಾಗಿ ಬರೆಯುವ ಅಂಶಗಳನ್ನು ಹೊಂದಿರದ ಘಟಕ ಸಿಕ್ಕಿರುವ ಕಾರಣದಿಂದ ದೋಷಗಳಾಗುವ ಸಾಧ್ಯತೆ ಇದೆ. ಕೆಲವೊಮ್ಮೆ ವಿದ್ಯಾರ್ಥಿಗಳ ನಿರಾಸಕ್ತಿಯೂ ಕಾರಣವಾಗಬಹುದು.

6. Prioritising Propositions

ನಿರ್ದಿಷ್ಟಗಳ ಗುರುತಿಸುವಿಕೆ ಹಾಗೂ ಕಲಿಕಾಫಲಗಳ ನಿರ್ಧರಿಸುವಿಕೆಯಲ್ಲಿ ತಿಳುವಳಿಕೆಯ ಕೊರತೆ ಅಥವಾ ಗೊಂದಲ ಇದನ್ನು ಸೂಕ್ತ ತಿಳುವಳಿಕೆ ಹಾಗೂ ಪುನಃ ಬರೆಯುವ ರೂಢಿ ಮಾಡಿಸುವ ಮೂಲಕ ದೋಷಗಳನ್ನು ನಿವಾರಿಸಲು ಪ್ರಯತ್ನಿಸುವದಕ್ಕೂ ಅದ್ಯತೆ ನೀಡಲಾಗಿದೆ.

7. Action Hypothesis

ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಪಾಠಯೋಜನೆಯ ನಿರ್ದಿಷ್ಟ ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಹಾಗೂ ಕಲಿಕಾ ಫಲಗಳ ಬಗೆಗೆ ಸ್ಪಷ್ಟ ಕಲ್ಪನೆ – ತಿಳುವಳಿಕೆ ನೀಡುವ ಮೂಲಕ ಹಾಗೂ ಸರಿಯಾದ ರೂಢಿಕಾರ್ಯ ಮಾಡಿಸುವುದರಿಂದ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿನ ಪಾಠಯೋಜನೆಗಳಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಬೋಧನಾ ಉದ್ದೇಶ ಹಾಗೂ ಕಲಿಕಾಫಲಗಳನ್ನು ಬರೆಯುವ ದೋಷಗಳನ್ನು ನಿವಾರಿಸಬಹುದು.

8. Plan for Interventions

Our B.Ed. course likely to be start during December 2004. This is why my A.R. work will begin after 15 days from date of Commencement of the course. A.R. work will be continue up to end of January 2005.

Preparing Report of A.R. will begin from 1st Feb. 2005 and completes probably by 15th of Feb 2005.

a. Task Grid

Annexure Enclosed.

b. Estimated Expenditure.

i.	Preperation of Question papers for pre-test and post test	100
ii.	T.A./D.A. for Associated co-worker of where needed	150
iii.	Tea/ coffee for students who involved in the workshop	200
iv.	Postage and Telephone charges	50
v.	Preparation of final report	300
	Estimated Expenditure Approximately	Rs.800

9. Name and Address of the Practitioner.

Shri J.J. Doddamani
Lecturer
Government College of Teacher Education
Jamakhandi
Bagalkote.

TASK GRID

No.	Task	People	Place	Period	Remarks
1.	ನಿರ್ದಿಷ್ಟ ಬೋಧನಾ ಉದ್ದೇಶಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು, ಉದೇಶಗಳಿಗೆ ಹಾಗೂ ಕಲಿಕಾಫಲಗಳಿಗೆ ಕ್ರಿಯಾ ಪದಗಳನ್ನು ಗುರುತಿಸುವುದು.	ಬಿ.ಎಡ್.ವಿದ್ಯಾರ್ಥಿಗಳು	ಸಿಟಿಇ	೧ ದಿನ	
2.	ಪೂರ್ವಭಾವಿ ಪರೀಕ್ಷೆಗಾಗಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಸಿದ್ಧಪಡಿಸುವುದು	Practitioner	ಸಿಟಿಇ	೩ ದಿನ	
3.	ಪರೀಕ್ಷೆಯನ್ನು ನಡೆಸುವುದು.	Practitioner	ಸಿಟಿಇ	೧ ಘಂಟೆ	
4.	ಒಂದು ಘಟಕವನ್ನಾಧರಿಸಿ ನಿರ್ದಿಷ್ಟ ಬೋಧನಾ ಉದ್ದೇಶಗಳನ್ನು ಹಾಗೂ ಕಲಿಕಾ ಫಲಗಳನ್ನು ಪಾಠ ಯೋಜನೆಯಲ್ಲಿ ಬರೆಯುವುದು.	ಬಿ.ಎಡ್.ವಿದ್ಯಾರ್ಥಿಗಳು	ಸಿಟಿಇ	೧ ದಿನ	Practical work
5.	ಪಾಠಯೋಜನೆಯ ಪರೀಶೀಲನೆ ಪೂರ್ವಭಾವಿ ಪರೀಕ್ಷೆಯ ಉತ್ತರ ಪತ್ರಿಕೆಯ ಮೌಲ್ಯಮಾಪನ.	Practitioner.	ಸಿಟಿಇ	೩ ದಿನ	
6.	ಸಾಮಾನ್ಯ ದೋಷಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು	ಬಿ.ಎಡ್.ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ Practitioner	ಸಿಟಿಇ	೧ ದಿನ	
7.	ತರಗತಿ ಬೋಧನೆ ಚರ್ಚೆ (ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳ ಗುರುತಿಸುವಿಕೆ ಹಾಗೂ ಕಲಿಕಾ ಫಲಗಳ ನಿರ್ಧರಿಸುವಿಕೆ ಕುರಿತು)	ಬಿ.ಎಡ್.ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ Practitioner	ಸಿಟಿಇ	೧ ದಿನ	ಬೋಧನೆ-ಚರ್ಚೆ.
8.	ಇನ್ನೊಂದು ಘಟಕವನ್ನಾಧರಿಸಿ ಪಾಠ ಯೋಜನೆಯಲ್ಲಿ ನಿರ್ದಿಷ್ಟಗಳನ್ನು ಕಲಿಕಾ ಫಲಗಳನ್ನು ಬರೆಯಿಸುವುದು.	ಬಿ.ಎಡ್.ವಿದ್ಯಾರ್ಥಿಗಳು	ಸಿಟಿಇ	೧ ದಿನ	Practical work
9.	ಸಾಧನಾ ಪರೀಕ್ಷೆ ಪ್ರಶ್ನ ಪತ್ರಿಕೆ ಸಿದ್ಧಪಡಿಸುವುದು.	Practitioner.	ಸಿಟಿಇ	೩ ದಿನ	
10	ಸಾಧನಾ ಪರೀಕ್ಷೆ ನಡೆಸುವುದು	ಬಿ.ಎಡ್.ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ Practitioner	ಸಿಟಿಇ	೧ ಘಂಟೆ	
11.	ಪರೀಕ್ಷೆಯ ಉತ್ತರ ಪತ್ರಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ ಹಾಗೂ ಎರಡನೆ ಬಾರಿ ಯೋಜಿಸಿದ ಪಾಠ ಯೋಜನೆಗಳ ಪರಿಶೀಲನೆ.	Practitioner.	ಸಿಟಿಇ	೩ ದಿನ	
12.	ಪೂರ್ವಭಾವಿ ಪರೀಕ್ಷೆ ಸಾಧನಾ ಪರೀಕ್ಷೆಗಳ ಅಂಕಗಳ ತುಲನಾತ್ಮಕ ಪರಿಶೀಲನೆ.	Practitioner.	ಸಿಟಿಇ	೧ ವಾರ	
13.	ಸಂಖ್ಯಾಶಾಸ್ತ್ರದ ಮೂಲಕ ಪ್ರಗತಿಪರಿಶೀಲನೆ ಪ್ರಗತಿಯ ನಿರ್ಧಾರ	Practitioner.	ಸಿಟಿಇ	೧ ವಾರ	ಗಣಕಯಂತ್ರ ಬೋಧಕರ ಸಹಕಾರದೊಂದಿಗೆ.
14.	ಕ್ರಿಯಾ ಸಂಶೋಧನೆಯ ವರದಿಯನ್ನು ಸಿದ್ಧಪಡಿಸುವುದು.	Practitioner.	ಸಿಟಿಇ	೨ ವಾರ	ಗಣಕಯಂತ್ರ ಬೋಧಕರ ಸಹಕಾರದೊಂದಿಗೆ.

Action Research Proposal

1. Title

"ಅಪೇಕ್ಷಿತ ಮಟ್ಟದಲ್ಲಿ ಭೌಗೋಳಿಕ ಅಂಶಗಳನ್ನು ಗುರುತಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ ಹೆಚ್ಚಿಸುವುದು".

2. Dissatisfaction

ಬಿ. ಎಡ್. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಭೂಗೋಳ ಪಾಠವನ್ನು ಬೋಧನೆ ಮಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಸ್ಥಳಗಳು, ಬೆಳೆ ಬೆಳೆಯುವ ಪ್ರದೇಶಗಳು , ಅಕ್ಷಾಂಶ ರೇಖಾಂಶಗಳು, ರಾಜಧಾನಿ ಇತ್ಯಾದಿಗಳನ್ನು ಸರಿಯಾಗಿ ತೋರಿಸುವುದರಲ್ಲಿ, ತಪ್ಪು ಮಾಡುವುದು ಪಾಠವೀಕ್ಷಣೆ ಸಂದರ್ಭದಲ್ಲಿ ಕಂಡುಬರುವುದು. ಆದ್ದರಿಂದ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮಾಡುವ ತಪ್ಪುಗಳನ್ನೇ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಪಾಠ ಕೊಡಲು ಹೋಗುವ ಆ ಶಾಲೆಯ ಮಕ್ಕಳು ಅಳವಡಿಸಿಕೊಳ್ಳುವ ಸಾಧ್ಯತೆಯೇ ಹೆಚ್ಚು. ಭೂಗೋಳ ಶಾಸ್ತ್ರದ ಶಿಕ್ಷಕರಾಗುವ ಇವರು ಸರಿಯಾದ ಜ್ಞಾನವನ್ನು ಪಡೆಯದೇ ಇರುವುದು ನನಗೆ ಅಸಮಾಧಾನವನ್ನುಂಟು ಮಾಡಿರುವುದು.

3. Analysis of the Problem

ನಾನು ಸಿ.ಟಿ.ಇ. ಜಮಖಂಡಿಯಲ್ಲಿ ಉಪನ್ಯಾಸಕಿಯಾಗಿದ್ದು, ನಾನು ಓದಿದ ವಿಷಯ ಕನ್ನಡ ಮತ್ತು ಇತಿಹಾಸ, ಆದರೆ ನನು ೪ ತಿಂಗಳಿನಿಂದ ಭೂಗೋಳ ಶಾಸ್ತ್ರವನ್ನು ಬೋಧಿಸುತ್ತಿದ್ದು, ಈ ವಿಷಯದಲ್ಲಿ ೧೯ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಭೂಗೋಳ ಶಾಸ್ತ್ರವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡಿರುತ್ತಾರೆ. ಈ ಭೂಗೋಳ ಶಾಸ್ತ್ರ ಬೋಧನೆ ಮಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಸುಮಾರು ಅರ್ಧದಷ್ಟು ವಿದ್ಯಾರ್ಥಿಗಳು ಸರಿಯಾಗಿ ನಕ್ಷೆಯನ್ನು ಗುರುತಿಸವ ಕೌಶಲ್ಯ / ಸಾಮರ್ಥ್ಯ ಹೊಂದಿಲ್ಲದಿರುವುದನ್ನು ಕಂಡುಕೊಂಡೆನು. ಈ ಸಮಸ್ಯೆಗೆ ನಾನು ಸರಿಯಾಗಿ ಮಾರ್ಗದರ್ಶನ ಮಾಡುತ್ತಿದ್ದೆನೋ ಇಲ್ಲವೋ, ಅಥವ ಮಕ್ಕಳು ಸರಿಯಾಗಿ ಮಾರ್ಗದರ್ಶನ ಪಡೆಯುವಲ್ಲಿ ವಿಫಲರಾಗಿರುವರೋ ತಿಳಿಯದಾಗಿದೆ. ಅಲ್ಲದೆ ಈ ನಕ್ಷೆಯನ್ನು ತೋರಿಸುವುದರಲ್ಲಿ ನನಗೆ ಸ್ಪಷ್ಟತೆ ಇಲ್ಲವೆಂಬ ಕಲ್ಪನೆ ಪ್ರತಿಸಲವೂ ಪಾಠವೀಕ್ಷಿಸುವ ಸಂದರ್ಭದಲ್ಲಿ ನನಗೆ ಅಸಮಧಾನವನ್ನು ನೀಡುತ್ತಿದೆ. ಈ ಕಾರಣಕ್ಕಾಗಿಯೇ ಈ ವಿಷಯವನ್ನು ಕ್ರಿಯಾಸಂಶೋಧನೆಯಲ್ಲಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡಿದ್ದೇನೆ.

4. Probable Causes

೧. ನಕ್ಷೆಯನ್ನು ತೋರಿಸುವ ವಿಧಾನದಲ್ಲಿ ಪೂರ್ವ ತಯಾರಿ ಆಗದೆ ಇರುವುದು.
೨. ನಕ್ಷೆಯನ್ನು ಸರಿಯಾಗಿ ತೋರಿಸುವ ಕೌಶಲ್ಯ ಮತ್ತು ಸಾಮರ್ಥ್ಯ ಇಲ್ಲದಿರುವುದು.
೩. ನನಗೆ ಸೂಕ್ತ ಮಾರ್ಗದರ್ಶನ ಇಲ್ಲದಿರುವುದು.
೪. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸಲು ಸಾಧ್ಯವಾಗದೆಯಿರುವುದು.
೫, ನಕ್ಷೆಯನ್ನು ತೋರಿಸುವ ವಿಧಾನದಲ್ಲಿ ನನಗೆ ಸ್ಪಷ್ಟತೆ ಇಲ್ಲದಿರುವುದು.

5. Developing Propositions

ಬಿ.ಎಡ್. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಭೂಗೋಳ ಪಾಠ ಬೋಧನೆಯನ್ನು ಮಾಡುವಾಗ ನಕ್ಷೆಯನ್ನು ಸರಿಯಾಗಿ ಗುರುತಿಸುವ ಕೌಶಲ್ಯ ಹೊಂದಿಲ್ಲದಿರುವುದಕ್ಕೆ ಸೂಕ್ತ ಮಾರ್ಗದರ್ಶನ ವಿಲ್ಲದಿರುವುದು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸಲು ಸಾಧ್ಯವಿಲ್ಲದಿರುವುದರಿಂದ ನಕ್ಷೆಯನ್ನು ಸರಿಯಾಗಿ ಬಳಸಲು ವಿಫಲರಾಗಿರುತ್ತಾರೆ ಇದರ ಜೊತೆಗೆ ನಕ್ಷೆಯನ್ನು ತೋರಿಸುವ ವಿಧಾನದಲ್ಲಿ, ಪೂರ್ವ ತಯಾರಿ ಮೂಡಿಲ್ಲದಿರುವುದು ಮತ್ತು ಕೆಲವು ಸಲ ತಪ್ಪು ಗುರುತಿಸುವುದು ಮತ್ತು ಗಡಿ ಬಿಡಿ ಮಾಡುವುದೇ ಒಂದು ದೊಡ್ಡ ಸಮಸ್ಯೆಯಾಗಿದೆ.

6. Prioritising Propositions

ಭೂಗೋಳಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ವಿವಿಧ ರೀತಿಯ ನಕ್ಷೆಗಳನ್ನು ತೋರಿಸುವುದರ ಮೂಲಕ ಚರ್ಚೆ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಆಸಕ್ತಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ ಘಟನೆಗಳು, ರಾಜಧಾನಿಗಳು, ಖನಿಜಾಂಶಗಳು, ವಾಯುಗುಣ / ಪ್ರಾಕೃತಿಕ ಲಕ್ಷಣಗಳು ಇವೆಲ್ಲವುಗಳನ್ನು ಸಮರ್ಪಕವಾಗಿ ಬಳಸಿಕೊಳ್ಳುವುದರ ಮೂಲಕ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳನ್ನು ಈ ಕಲಿಕೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವಂತೆ ಮಾಡುಬಹುದು. ಆದ್ದರಿಂದ ಮೊದಲನೆಯ ಪ್ರಸ್ತಾವನೆಯನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

7. Action Hypothesis

"ವಿವಿಧ ರೀತಿಯ ನಕ್ಷೆಗಳನ್ನು ಉಪಯೋಗಿಸುವ ವಿಧಾನವನ್ನು ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದರ ಮೂಲಕ ನಕ್ಷೆಯಲ್ಲಿರುವ ಭೌಗೋಳಿಕ ಅಂಶಗಳನ್ನು ಗುರುತಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಗಳಲ್ಲಿ ಹೆಚ್ಚಿಸಬಹುದು".

8. Plan for Interventions

ಭೂಗೋಳಶಾಸ್ತ್ರ ಪಾಠಯೋಜನೆಯಲ್ಲಿ ನಕ್ಷೆಯನ್ನು ತೋರಿಸುವ ಸಂದರ್ಭದಲ್ಲಿ ಅವರು ಮಾಡುವ ದೋಷಗಳನ್ನು ಗುರುತಿಸಿಕೊಂಡು, ಮೊದಲು ಮಾಡುತ್ತಿದ್ದ ವಿಧಾನವನ್ನೇ ಮುಂದುವರೆಸಿಕೊಂಡು ಹೋಗಿ ನಕ್ಷೆಗೆ ಸಂಬಂಧಿಸಿದ ಪಾಠವನ್ನು ತೆಗೆದುಕೊಂಡು ಬೋಧನೆ ಮಾಡುತ್ತೇನೆ. ನಂತರದ ಅವಧಿಯಲ್ಲಿ ಬೋಧನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಒಂದು ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು ನೀಡಿ ಅದರ ಮೂಲಕ ಅವರು ಪಡೆದ ಅಂಕಗಳನ್ನು ಗಮನಿಸುತ್ತೇನೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಒಂದು ಪಾಠವನ್ನು ಕೊಡಿಸಿ ಅವರ ಅಭಿಪ್ರಾಯವನ್ನು ಸಂಗ್ರಹಿಸುತ್ತೇವೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ನೀಡಿದ ಅಭಿಪ್ರಾಯದಂತೆ ಬೋಧನೆಯಲ್ಲಿ ಅವುಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಚರ್ಚೆ, ನಕ್ಷೆಗಳ ಹೋಲಿಕೆ, ವ್ಯತ್ಯಾಸ, ಪ್ರಸ್ತುತ ಘಟನೆ ಮತ್ತು ನೈಜತೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕೌಶಲ್ಯಗಳನ್ನು ನೀಡುವುದು, ನಂತರ ಕಲಿಕೆಯಲ್ಲಿ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪರಿಣಾಮ ಬೀರಿದೆ ಎಂಬುದನ್ನು ಗಮನಿಸುತ್ತೇವೆ. ಈ ರೀತಿ ಗಮನಿಸಲು ನಾನು ಅವಲೋಕನ, ಚೆಕ್‌ಲಿಸ್ಟ್‌ಗಳನ್ನು ನೀಡುವೆನು.

ಚಟುವಟಿಕೆಗಳು

೧. ಅವಲೋಕನ / ಪಾಠವೀಕ್ಷಣೆ
೨. ಸಮಸ್ಯೆಗಳ ಪಟ್ಟಿ ತಯಾರಿಕೆ
೩. ವಿವಿಧ ರೀತಿಯ ನಕ್ಷೆಗಳನ್ನು ತೋರಿಸುವುದರ ಮೂಲಕ ಪ್ರಾತ್ಯಕ್ಷತೆ ನೀಡುವುದು.
೪. ಸೂಕ್ತ ಮಾರ್ಗದರ್ಶನ ನೀಡುವುದು.

Estimated Expenditure

Rs 1,000/- only for pre test and post test

• ಜೆರಾಕ್ಸ್ ವಿವಿಧ ರೀತಿಯ ನಕ್ಷೆಗಳನ್ನು ಖರೀದಿಸಲು ಮತ್ತು ಈ ವಿಷಯದಲ್ಲಿ ಪ್ರಾತ್ಯಕ್ಷತೆ ಪಾಠ ನೀಡಲು, ಬೇರೆಯವರ ವಿಷಯಸಂಗ್ರಹಿಸಲು ೧೦೦೦ ರೂ ಖರ್ಚಾಗುವುದು.

9. Any other Relevent Informations

ಕ್ರಿಯಾ ಸಂಶೋಧನೆಯನ್ನು ಮಾಡುವಾಗ ಸಹೋದ್ಯೋಗಿಗಳು, ಪ್ರಾಚಾರ್ಯರು ಮತ್ತು ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳ ಸಹಕಾರ ಅವಶ್ಯಕ.

10. Name and Address of the Practitioner

Smt. Pramila
Lecturer
Government College of Teacher Education
Jamakhandi
Bagalkote.

TASK GRID

No.	Task	People	Place	Period	Comments
1.	ಶಿಕ್ಷಕರು ಪಾಠೋಪಕರಣಗಳ ಬಳಕೆ ಪಾಠವನ್ನು ಮಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಪ್ರಾಕೃತಿಕ ಲಕ್ಷಣ/ಖನಿಜ/ಬೆಳೆ ಮತ್ತು ವಾಯುಗುಣ ಪಾಠವನ್ನು ಮಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ನಕ್ಷೆಯನ್ನು ಹೇಗೆ ಗುರುತಿಸುವುದು ಎಂದು ಪ್ರಾತ್ಯಕ್ಷೆತೆಯನ್ನು ನೀಡುವುದು.	ಶಿಕ್ಷಕರು	ಸಿಟಿಇ ಜಮಖಂಡಿ	೩ರಿಂದ೬ ಅವಧಿ	ಪಾಠ ಬೋಧನೆಗೆ ಸಂಬಂದಿಸಿದಂತೆ ಪಾಠೋಪಕರಣಗಳನ್ನು ಬಳಸುವುದು.
2.	ಹೀಗೆ ಗುರುತಿಸಿದ ಸಂದರ್ಭದಲ್ಲಿ ಅವರು ಯಾವ ಸ್ಥಳವನ್ನು ಹೆಚ್ಚು ತಪ್ಪಾಗಿ ಗುರುತಿಸುತ್ತಾರೆಂಬುವುದು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಒಂದು ಪಾಠವನ್ನು ತಯಾರಿಸುವುದು.	ಶಿಕ್ಷಕರು	ಸಿಟಿಇ ಜಮಖಂಡಿ	೫ರಿಂದ೬ ಅವಧಿ	ಬೋಧನೋಪಕರಣಗಳಿಗೆ ತಕ್ಕಂತೆ ಪಾಠವನ್ನು ತಯಾರಿಸಿ ಬೋಧಿಸುವುದು.
3.	ಪಾಠದಲ್ಲಿ ನಕಾಶೆ ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಹಾಕಿಕೊಂಡು ಒಂದು ಪ್ರಾತ್ಯೆಕ್ಷತೆ ಪಾಠವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ನೀಡುವುದು.	ಶಿಕ್ಷಕರು	ಸಿಟಿಇ ಜಮಖಂಡಿ	೭ರಿಂದ೮ ಅವಧಿ	ವಿವಿಧ ರೀತಿಯ ನಕಾಶೆಗಳನ್ನು ಕೊಟ್ಟು ಅದನ್ನು ಗುರುತಿಸಲು ತಿಳಿಸಿ ಅವರಲ್ಲಿ ಕೌಶಲ್ಯವನ್ನು ಮೂಡಿಸುವುದುವ.
4.	ಪಾಠವನ್ನು ನೀಡಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಿಳಿಸಿ ಅವರಲ್ಲಾದ ಬದಲಾವಣೆಯನ್ನು (ಅಂದರೆ ನಕ್ಷೆಯನ್ನು ಸರಿಯಾಗಿ ಬಳಸುತ್ತಾರೋ ಇಲ್ಲವೋ ಎಂಬುದನ್ನು ವಿಶ್ಲೇಷಣೆಮಾಡುವುದು) ಗುರುತಿಸಿಕೊಳ್ಳುವುದು.	ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು	ಸಿಟಿಇ ಜಮಖಂಡಿ	೫ರಿಂದ೮ ಅವಧಿ	ಶಿಕ್ಷಕರು ನಕ್ಷೆಯ ಬಗ್ಗೆತಿಳುವಳಿಕೆಯನ್ನು ನೀಡಿ, ನಕ್ಷೆಯನ್ನು ಸಂದರ್ಭಕ್ಕೆ ತಕ್ಕಂತೆ ಸೂಕ್ತ ರೀತಿಯಲ್ಲಿ ಬಳಸಿದ್ದಾರೆಯೇ ಎಂದು ಪರೀಕ್ಷಿಸುವುದು.
5.	ಮತ್ತೋಮ್ಮೆ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ನಕ್ಷೆ ತೋರಿಸಲು ಹೇಳಿ, ಸರಿಯಾದ ನಕ್ಷೆಯನ್ನು ಬಳಸುವಲ್ಲಿ ಸಫಲರಾಗಿರುವುದನ್ನು ವೀಕ್ಷಣೆ ಮಾಡುವುದು.	ಶಿಕ್ಷಕರು	ಸಿಟಿಇ ಜಮಖಂಡಿ	೭ರಿಂದ೮ ಅವಧಿ	ಹೀಗೆ ಮಾಡಿಸಿದ ಅಭ್ಯಾಸವನ್ನು ವಿಶ್ಲೇಷಣೆ ಮಾಡುವುದು.
6.	ದಾಖಲಿಸುವುದು ಮತ್ತು ವಿಶ್ಲೇಸುವುದು.	ಶಿಕ್ಷಕರು	ಸಿಟಿಇ ಜಮಖಂಡಿ	೪ರಿಂದ೫ ಅವಧಿ	ದತ್ತಾಂಶವನ್ನು ಸಂಗ್ರಹಿಸಿ ಅವುಗಳನ್ನು ದಾಖಲಿಸಿ, ವಿಶ್ಲೇಷಿಸುವುದು.

Action Research Proposal

1. Title

. Improving Trainee's Learning of History Through Modifying the Transaction System.

2. Dissatiafaction

ಇತಿಹಾಸ ವಿಷಯವನ್ನು ನಾನು ನನಗೆ ಸಾಧ್ಯವಾದಷ್ಟರ ಮಟ್ಟಿಗೆ ತಯಾರು (ಯೋಜನೆ) ಮಾಡಿಕೊಂಡು ಬೋದಿಸುತ್ತಿದ್ದೇನೆ. ಆದರೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯು ನಾನು ನಿರೀಕ್ಷಿಸಿದ ಮಟ್ಟದಲ್ಲಿ ಕಲಿಕೆಯನ್ನು ಕಾಣುತ್ತಿಲ್ಲ ಇವಕ್ಕೆ ನನ್ನ ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿಯೇ ಸುಧಾರಣೆಯ ಅವಶ್ಯಕತೆ ಇದೆ ಎಂಬುದರ ಅಸಮಧಾನ.

3. Analysis of the Problem

ಇತಿಹಾಸ ವಿಷಯದ ಅಧ್ಯಯನ ಮಾಡುತ್ತಿರುವ ೪೮ ಪ್ರಶಿಕ್ಷಾಣಾರ್ಥಿಗಳಲ್ಲಿ ೧೨ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ ನಿರೀಕ್ಷಿತ ಮಟ್ಟದಲ್ಲಿ ಕಲಿಕೆಯಾಗದೆ ಇರುವುದು.

ಉಪನ್ಯಾಸ ಬೋಧನೆಯಲ್ಲಿ ಬದಲಾವಣೆಯ ಅವಶ್ಯಕತೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಲಿಕೆಗೆ ಹೆಚ್ಚು ಪೂರಕವಾಗುವ ಅಂಶಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವ ಅವಶ್ಯಕತೆ ಇದೆ. ಹಾಗಾಗಿ ಉಳಿದ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಹ ನಿರೀಕ್ಷಿಸಿದ ಮಟ್ಟದಲ್ಲಿ ಕಲಿಕೆಯನ್ನು ಸಾಧಿಸಬಹುದು.

4. Probable Causes

Teacher

- ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿ ಇತರ ವಿಧಾನಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳದೇ ಇರುವುದು.
- ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿಯೇ ಚರ್ಚೆಯನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳದೇ ಇರುವುದು.
- ವಿಷಯದಲ್ಲಿ ಪಾಠೋಪಕರಣಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳದೆ ಇರುವುದು.
- ನೈಜ ಘಟನೆಗಳೆಗೆ ಸಹಸಂಬಂಧ ಹೆಚ್ಚಾಗಿ ಬಳಸದೇ ಇರುವುದು.
- ಉದಾಹರಣೆ ಹೋಲಿಕೆಗಳನ್ನು ಹೆಚ್ಚಾಗಿ ಬಳಸದೇ ಇರುವುದು.

Pupil

- ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅಧ್ಯಯನ ಅಭ್ಯಾಸದಲ್ಲಿನ ಕೊರತೆ.
- . ವಿದ್ಯಾರ್ಥಿಗಳ ಬರವಣಿಗೆಯ ದೋಷವಿರಬಹುದು.

- ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಪ್ರೇರಣೆಯ ಕೊರತೆ ಇರುವುದು.
- ಇತಿಹಾಸ ವಿಷಯದಲ್ಲಿ ಅವರಿಗೆ ಆಸಕ್ತಿ/ಒಲವು ಇಲ್ಲದಿರುವುದು.
- ಹಿಂದೆ ಓದಿದ ವಿದ್ಯಾಭ್ಯಾಸದ ಸ್ವರೂಪಕ್ಕೂ ಮತ್ತು ಈಗ ಪಡೆಯುತ್ತಿರುವ ವಿದ್ಯಾಭ್ಯಾಸದ ಸ್ವರೂಪಕ್ಕೂ ವ್ಯತ್ಯಾಸವಿರುವುದು.

School

- ವಿದ್ಯಾರ್ಥಿಗಳು ವಿವಿಧ ಪ್ರಾಂತ್ಯಗಳಿಂದ ಬಂದಿರುವುದರಿಂದ ಹೊಸದಾದ ಸನ್ನಿವೇಶಕ್ಕೆ, ಶಾಲಾ ನಿಯಮಗಳಿಗೆ ಹೊಂದಾಣಿಕೆಯ ಕೊರತೆ ಇರಬಹುದು.
- ಇತಿಹಾಸ ವಿಷಯವನ್ನು ಕಾಲೇಜಿನ ವೇಳಾಪಟ್ಟಿಯಲ್ಲಿ ಕೊನೆಯ ಅವಧಿಯಲ್ಲಿ ಇಟ್ಟಿರುವುದು.
- ತರಬೇತಿ ವಿದ್ಯಾಭ್ಯಾಸವಾಗಿರುವುದರಿಂದ ಎಲ್ಲಾ ಉಪನ್ಯಾಸಕರು ಒಂದೇ ಬಾರಿಗೆ ಮನೆಗೆಲಸಗಳಾದ Assignment Practicum ಗಳನ್ನು ನೀಡುವುದು.

ಮೇಲೆ ತಿಳಿಸಿದ ಎಲ್ಲಾ ಪ್ರಾಕಲ್ಪನೆಗಳ ಕಾರಣಗಳು ಒಂದಕ್ಕೊಂದು ಸಹಸಂಬಂಧಿಸಿವೆ ಎಂಬುದು ತಿಳಿದುಬರುತ್ತದೆ.

5. Developing Propositions

ಇತಿಹಾಸ ವಿಷಯಬೋಧನೆ ಪ್ರಕಾರವು ಮುಖ್ಯವಾಗಿ ಉಪನ್ಯಾಸದ ವಿಧಾನವಾಗಿದ್ದು ಇತರ ಅಂಶಗಳಾದ ಚರ್ಚೆ, ಪಾಠೋಪಕರಣಗಳನ್ನು OHP ಬಳಸಕೊಳ್ಳದೇ ಇರುವುದು ಇದಕ್ಕೆ ಭಾಗಶಃ (Partially) ಕಾರಣವಾಗಿದೆ. ಇತಿಹಾಸ ವಿಷಯ ಬೋಧನೆಯಲ್ಲಿ ನೈಜ ಘಟನೆಗಳ ಹೋಲಿಕೆ ಉದಾಹರಣೆಗಳ ಮತ್ತು ವ್ಯತ್ಯಾಸಗಳ ಕೊರತೆಯು ಕಾರಣವಿರಬಹುದು.

ವಿದ್ಯಾರ್ಥಿಗಳು ವಿವಿಧ ಪ್ರಾಂತ್ಯಗಳಿಂದ ಬಂದಿರುವುದರಿಂದ ಅವರ ಪದಗಳ ಉಚ್ಚಾರಣೆಯನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವಲ್ಲಿ ದೋಷವಿರಬಹುದು. ಜೊತೆಗೆ ಅವರ ಅಧ್ಯಯನದಲ್ಲಿ ಹೊಸದಾದ ಕಲಿಕೆಗೆ ಹೊಂದಿಕೊಳ್ಳದೆ ಇರುವುದು ಅವರಲ್ಲಿನ hesitation (ಹಿಂಜರಿಕೆ) ಯು ಸಹ ಒಂದು ಕಾರಣವಾಗಬಹುದು.

ಕಾಲೇಜುಗಳಲ್ಲಿ ಇತಿಹಾಸ ವಿಷಯವನ್ನು ವೇಳಾಪಟ್ಟಿಯ ಕೊನೆಯ ಅವಧಿಯಲ್ಲಿ ಇಟ್ಟಿರುವುದರಿಂದ ಅವರಲ್ಲಿನ ಒಲವು ಇರದೇ ಇರಬಹುದು ಜೊತೆಗೆ ಎಲ್ಲಾ ಉಪನ್ಯಾಸಕರು ಒಂದೇ ಮನೆಗೆಲಸವನ್ನು ಕೊಡುವುದು ಮತ್ತು ಹೊಸ ಪರಿಸರಕ್ಕೆ ಹೊಂದಿಕೊಳ್ಳುವಲ್ಲಿನ ಸಮಸ್ಯೆಗಳು ಸಹ ಒಂದು ರೀತಿಯ ಕಾರಣವಾಗಿದೆ.

6. Prioritising Propositions

ಇತಿಹಾಸ ವಿಷಯದಲ್ಲಿ ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿ ಇತರೇ ವಿಧಾನಗಳನ್ನು, ಸಾಧನೆ ಸಲಕರಣೆಗಳನ್ನು (Tools & Techniques) ಅಳವಡಿಸಿಕೊಳ್ಳದೆ ಸುಧಾರಣೆಯ ಕೊರತೆ ಇರುವ ಅಸಮಧಾನವಿದೆ.

7. Action Hypothesis

ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿ ಸುಧಾರಣೆಯನ್ನು ತರುವುದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯಲ್ಲಿ ನಿರೀಕ್ಷಿತ ಮಟ್ಟಕ್ಕೆ ತರಬಹುದು.

8. Operational Definition

ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿ ಚರ್ಚೆಯನ್ನು ಸ್ವಲ್ಪಮಟ್ಟಿಗೆ ಅಳವಡಿಸಿಕೊಳ್ಳುವುದು, ವಿಷಯಕ್ಕೆನುಗುಣವಾಗಿ OHP, Multimedia ಪಾಠೋಪಕರಣಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಬೋದಿಸುವುದರಿಂದ ಅವರಲ್ಲಿ ಹೊಸರೀತಿಯಲ್ಲಿ ಕಲಿಕೆಯನ್ನು ಹೆಚ್ಚಿಸಬಹುದು, ಜೊತೆಗೆ ಇತಿಹಾಸ ವಿಷಯದಲ್ಲಿ ಬರುವ ಅಂಶಗಳನ್ನು ನಿರೀಕ್ಷಿಸಿದ ಮಟ್ಟಕ್ಕೆ ತರಬಹುದು.

ವಿಷಯಕ್ಕೆ ತಕ್ಕಂತೆ ಬರುವ ಅಂಶಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ನೈಜ ಜೀವನಕ್ಕೆ ಸಹ ಸಂಬಂಧೀಕರಿಸುವುದರಿಂದ ಅವರ ಕಲಿಕೆಯ ಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಬಹುದು. ಮೇಲಿನ ಎಲ್ಲಾ ಅಂಶಗಳ ಜೊತೆಗೆ ವಿದ್ಯಾರ್ಥಿಗಳು ನೀಡಿದ ಸೂಚನೆಯನ್ನು ಗಮನಿಸಿ ಅವುಗಳ ಆಧಾರದ ಮೇಲೆ ಯೋಜನೆ ಮಾಡುವುದು.

9. Plan for Inteventions

ಇತಿಹಾಸ ವಿಷಯದಲ್ಲಿ ಮೊದಲು ಮಾಡುತ್ತಿದ್ದ ವಿಧಾನದಲ್ಲಿಯೇ ಮುಂದುವರೆಸಿಕೊಂಡು ಒಂದು ಘಟಕವನ್ನು ತೆಗೆದುಕೊಂಡು ಬೋಧನೆ ಮಾಡುವುದು.

ನಂತರದ ಅವಧಿಯಲ್ಲಿ ನನ್ನ ಬೋಧನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಒಂದು ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು ನೀಡಿ ಅದರ ಮೂಲಕ ಅವರು ಪಡೆದ ಅಂಕಗಳನ್ನು ಗಮನಿಸುವುದು ಜೊತೆಗೆ ಒಂದು Openionaire (Students Linking Scale) ನೀಡುವುದು ಜೊತೆಗೆ ಉಪನ್ಯಾಸ ವಿಧಾನ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಮಾಡಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪ್ರಶ್ನಾವಳಿಯ ಮೂಲಕ ಅಭಿಪ್ರಾಯ ಸಂಗ್ರಹಿಸುವುದು.

. ವಿದ್ಯಾರ್ಥಿಗಳು ನೀಡಿದ ಅಭಿಪ್ರಾಯ/ಸೂಚನೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸಮಾನ ಮಾನದಂಡವನ್ನು ಹೊಂದಿರುವ ಘಟಕವನ್ನು ತೆಗೆದುಕೊಂಡು ಸೂಚನೆಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಚರ್ಚೆ, ಪಾಠೋಪಕರಣ ಇತರ ಅಂಶಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಬೋಧಿಸಿ, ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಿರುಪರೀಕ್ಷೆ ನೀಡಿ ಅವುಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳು ಪಡೆದ ಅಂಕಗಳನ್ನು ಗಮನಿಸುವುದು, ಈ ರೀತಿ ಗಮನಿಸಲು ಸಾಧನೆ ಪರೀಕ್ಷೆಯನ್ನು (achievement test) ನೀಡುತ್ತೇನೆ.

10. Any Other Relevant Information

- ವಿಷಯಕ್ಕೆ ಬೇಕಾದಂತಹ ಪಾಠೋಪಕರಣಗಳ ತಯಾರಿಕೆ ಸ್ವತಃ ಶಿಕ್ಷಕರಿಂದ ತಯಾರಿಸಲು ಸಮಯವನ್ನು ಕಾಲೇಜಿನಲ್ಲಿ ನೀಡಬೇಕು.
- ವಿಷಯಕ್ಕೆ ಬೇಕಾದಂತಹ ತಂತ್ರಜ್ಞಾನದ ಬಳಕೆಯನ್ನು ಬೇರೆಯವರಿಂದ ಪಡೆಯುವುದಕ್ಕೆ ಅನುಮತಿಯನ್ನು ನೀಡುವುದು.
- Slides, Cassettes, ಇತರ ಅಂಶಗಳನ್ನು ಸಂಗ್ರಹಿಸಲು ಅವಕಾಶ ಕಲ್ಪಿಸಿಕೊಡಬೇಕು.
- Computer ನ್ನು ಬಳಸಲು ಪ್ರಾಂಶುಪಾಲರಿಂದ ಅನುಮತಿಯ ಅವಶ್ಯಕತೆ ಇದೆ.(Internet).
- ಸಂಸ್ಥೆಯ ಸಹಕಾರ ನಾವು ಕೈಗೊಳ್ಳುವ ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಅವಶ್ಯಕವಾಗಿ ಬೇಕು.

11. Name and Address of the Practitioner.

Mr. Suresh Babu
Lecturer
Sri Kotura Swami College of Teacher Education
Gandhi Nagar
Bellary.

TASK GRID

No.	TASK	PEOPLE	PLACE	PERIOD	COMMENTS
1.	ಇತಿಹಾಸ ವಿಷಯವನ್ನು ಮೊದಲಿನ ರೀತಿಯಲ್ಲಿಯೇ ಮಾಡುವುದು.	Teacher & trainees	Class	8	ಒಂದು ಘಟಕವನ್ನು ತೆಗೆದುಕೊಂಡು ಅದನ್ನು ಉಪನ್ಯಾಸ ವಿದಾನದಲ್ಲಿಯೇ ಮಾಡುವುದು.(ಉಪನ್ಯಾಸ ವಿಧಾನವನ್ನು ತಿಳಿಸುವುದು)
2.	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒಂದು ನೀಡುವುದು ಜೊತೆಗೆ ನೀಡಿದ ಬೋಧನೆಗೆ ತಕ್ಕಂತೆ ಒಂದು ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು ನೀಡುವುದು.	Teacher & trainess	Class	1 ½	ಯಾವ ಯಾವ ಅಂಶಗಳನ್ನು ಇಷ್ಟ ಪಡುತ್ತಾರೆಂದು ತಿಳಿಯಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರಶ್ನಾವಳಿಯನ್ನು ನೀಡುವುದು (ಬೋಧಿಸಿದ ವಿಷಯಕ್ಕೆ ಕಿರು ಪರೀಕ್ಷೆ ನೀಡುವುದು).
3.	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬಂದ ಸೂಚನೆಗಳಿಗೆ ಅನುಸಾರವಾಗಿ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು.	Teacher	Library & other Sources	2 days	ವಿದ್ಯಾರ್ಥಿಗಳ ಸೂಚನೆಗೆ ಅನುಗುಣವಾಗಿ ಸಹ ಸಂಬಂಧೀಕರಿಸುವುದು. ಅವಶ್ಯವಿದ್ದಲ್ಲಿಗಳಿಗೆ ಭೇಟಿ ಚರ್ಚೆಯನ್ನು ಸಹ ಅಳವಡಿಸುಕಪಳ್ಳುವುದು.
4.	ತಯಾರಿಸಿದ ಯೋಜನೆಗನುಗುಣವಾಗಿ ವಿಷಯವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬೋಧಿಸುವುದು.	Teacher & trainess	Class	16	ವಿದ್ಯಾರ್ಥಿಗಳ ಸಲಹೆಯಂತೆ ಉಪನ್ಯಾಸ ವಿಧಾನದಲ್ಲಿ ಇತರ ಅಂಶಗಳಾದ ಚರ್ಚೆ ಮುಂತಾದವುಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಸಮಾನ ತೂಕವನ್ನು ಹೊಂದಿರುವ ಮತ್ತೊಂದು ಘಟಕವನ್ನು ತೆಗೆದು ಕೊಂಡು ಬೋಧಿಸುವುದು
5.	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪುನಃ ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು ನೀಡುವುದು.	Teacher & trainess	Class	1 ½	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮೊದಲು ನೀಡಿದ ಪ್ರಶ್ನಾವಳಿಯನ್ನು ನೀಡುವುದು ಜೊತೆಗೆ ಒಂದು ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು ನೀಡಿ ಅದರ ಮೂಲಕ ಅವರ ಕಲಿಕೆಯ ಮಟ್ಟವನ್ನು ಅಳೆಯುವುದು.

Action Research Proposal

1. Title

ಸೂಕ್ತವಾದ ಕ್ಷೇತ್ರ ಸಂದರ್ಶನದಿಂದ ಕಲಿಕೆಯನ್ನು ಉತ್ತಮಪಡಿಸುವುದು.

2. Disatifaction

ಶಾಲಾದಾಖಲೆಗಳ ಕುರಿತು ತರಗತಿಯಲ್ಲಿ ಬೋಧನೆ ಮುಖಾಂತರ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಮಾಹಿತಿ ನೀಡುತ್ತಿದ್ದರೂ ಸಹಿತ ಸಂಪೂರ್ಣವಾಗಿ ತಿಳಿದುಕೊಳ್ಳುವುದರಲ್ಲಿ ಅಸಮರ್ಥರಾಗುತ್ತಿರುವುದು ನನಗೆ ಅತೃಪ್ತಿಯನ್ನುಂಟುಮಾಡಿದೆ.

3. Analysis of the Problem

೧೦೦ ಮಕ್ಕಳಲ್ಲಿ ೨೫ ಮಕ್ಕಳು ಕಲಿಕೆಯಲ್ಲಿ ಅಪೇಕ್ಷಿತ ಪ್ರಗತಿ ಸಾಧಿಸುವಲ್ಲಿ ವಿಫಲರಾಗಿದ್ದಾರೆ. ಕೇಳಿದ ಪ್ರಶ್ನೆಗಳಿಗೆ ನಿರ್ದಿಷ್ಟವಾದ, ನಿಖರವಾದ ರೀತಿಯಲ್ಲಿ ಉತ್ತರವನ್ನು ಬರೆಯುತ್ತಿಲ್ಲ. ವರ್ಗಕೋಣೆಯಲ್ಲಿ ಉಪನ್ಯಾಸ ಬೋಧನೆ ಮಾಡುವುದರಿಂದ ಮಕ್ಕಳು ಜ್ಞಾಪಕದಲ್ಲಿಟ್ಟುಕೊಳ್ಳಲು ಅಸಮರ್ಥರಾಗಿರುವುದು.

ಶಾಲಾ ದಾಖಲೆಗಳ ಬಗ್ಗೆ ಮಕ್ಕಳಿಗೆ ನಿಯೋಜಿತ ಕಾರ್ಯ ಕೊಟ್ಟಾಗ ಕೇವಲ ಹೆಸರು ಮತ್ತು ವಿವರಣೆಗಳನ್ನು ಬರೆಯುತ್ತಿದ್ದು, ನಮೂನೆಗಳನ್ನು ತಯಾರಿಸುವಲ್ಲಿ ವಿಫಲರಾಗಿದ್ದಾರೆ.

4. Probable Causes

ಈಗ ಅನುಸರಿಸುತ್ತಿರುವ ಬೋಧನಾ ತಂತ್ರಗಳಲ್ಲಿ ದೋಷವಿರಬಹುದು. ಬೋಧನಾ ಪೂರ್ವದಲ್ಲಿ ಉತ್ತಮ ಪಾಠ ಯೋಜನೆಯನ್ನು ರೂಪಿಸಿಕೊಳ್ಳದಿರುವಿಕೆ. ಕೇವಲ ಉಪನ್ಯಾಸ ಕೇಳಿದರೆ, ಮಕ್ಕಳಿಗೆ ಪ್ರಸ್ತುತ ವಿಷಯ ಕುರಿತು ಜ್ಞಾಪಕದಲ್ಲಿ ಇಲ್ಲದಿರುವಿಕೆ.

ಸೂಕ್ತವಾದ ಶಾಲೆಗೆ ಭೇಟಿಕೊಟ್ಟು ಅವರು ನಿರ್ವಹಿಸಿದ ದಾಖಲೆಗಳನ್ನು ವೀಕ್ಷಿಸದೇ ಇರುವುದು. ವಿಡಿಯೋ ಕ್ಯಾಸೆಟ್‌ಗಳನ್ನು ಉಪಯೋಗಿಸದೇ, ಒಳ್ಳೆಯ ಶಾಲಾ ಚಿತ್ರಣವನ್ನು ತೋರಿಸುವಲ್ಲಿ ವಿಫಲತೆ.

೨. ಮಕ್ಕಳಲ್ಲಿ ದೃಷ್ಟಿ ಹಾಗೂ ಶ್ರವಣ ದೋಷಗಳು
೩. ಮಕ್ಕಳಲ್ಲಿ ಸತತ ಅಭ್ಯಾಸದ ಕೊರತೆ.
೪. ಕೆಲವು ಮಕ್ಕಳು ಪಾಠ ಪ್ರವಚನಗಳನ್ನು ಆಲಿಸುವುದರಲ್ಲಿ ಉದಾಸೀನತೆ.

5. Developing Propositions

೧. ಪ್ರಾಯಶಃ ಬೋಧನಾ ಪೂರ್ವದಲ್ಲಿ ತಯಾರಿಸಿಕೊಂಡಂತಹ ಯೋಜನೆ ಉತ್ತಮವಾಗಿರದೇ ಅನುಸರಿಸಿದ ಬೋಧನಾ ವಿಧಾನದಲ್ಲಿ ದೋಷವಿರಬಹುದು. ಕೇವಲ ಉಪನ್ಯಾಸದಿಂದ ಬಹುಶಃ ಮಕ್ಕಳಿಗೆ ವಿಷಯದ ಬಗ್ಗೆ ಜ್ಞಾಪಕದ ಕೊರತೆವುಂಟಾಗಬಹುದು. ನಾವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆದರ್ಶ ಶಾಲೆಯ ಸಂದರ್ಶನವನ್ನು ಕೊಡುವ ಅವಕಾಶವನ್ನು ಕಲ್ಪಿಸದೆ ಇರುವುದರಿಂದ, ಮಕ್ಕಳ ಪ್ರಗತಿಯಲ್ಲಿ ಮಂದಗತಿಯಾಗಿರಬಹುದು. ಇದೂ ಅಲ್ಲದೆ ವರ್ಗಕೋಣೆಗಳಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ವಿಡಿಯೋ ಕ್ಯಾಸೆಟ್‌ಗಳ ಮೂಲಕ ಒಳ್ಳೆಯ ಚಿತ್ರಣವನ್ನು ತೋರಿಸದೇ ಇರುವುದರಿಂದ ಪ್ರಾಯಶಃ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ಹಿನ್ನೆಡೆವುಂಟಾಗಿರಬಹುದು.

೨. ಪ್ರಾಯಶಃ ಕೆಲವು ಮಕ್ಕಳಲ್ಲಿ ದೃಷ್ಟಿ ಹಾಗೂ ಶ್ರವಣ ದೋಷವಿರಬಹುದು. ಇದೂ ಅಲ್ಲದೆ ಹಲವು ಮಕ್ಕಳಲ್ಲಿ ಸತತ ಅಭ್ಯಾಸದ ಕೊರತೆ ಇದ್ದುದರಿಂದ ಹಾಗೂ ಮಕ್ಕಳು ಶಿಕ್ಷಕರು ಹೇಳುವ ವಿಷಯವನ್ನು ಏಕಚಿತ್ತದಿಂದ ಆಲಿಸದೇ ಇರುವುದರಿಂದ ಪ್ರಗತಿಯಲ್ಲಿ ಅಪೇಕ್ಷಿತ ಮಟ್ಟದ ಸಾಧನೆ ಕಾಣದೇ ಇರಬಹುದು.

6. Prioritising Propositions

ಮೊದಲನೆ ಪ್ರಸ್ತಾಪಕ್ಕೆ ಆದ್ಯತೆಯನ್ನು ನೀಡಲಾಗಿದೆ.

7. Action Hypothesis

ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಆದರ್ಶ ಶಾಲೆಗೆ ಕರೆದುಕೊಂಡು ಹೋಗಿ, ಅಲ್ಲಿಯ ದಾಖಲೆಗಳನ್ನು ವೀಕ್ಷಿಸಿ ಚರ್ಚೆ ಮಾಡಿದರೆ ಶಾಲಾ ದಾಖಲೆಗಳ ವಿಷಯದ ಕಲಿಕೆಯಲ್ಲಿ ಅಪೇಕ್ಷಿತ ಮಟ್ಟದಲ್ಲಿ ಪ್ರಗತಿ ಹೊಂದಲು ಸಾಧ್ಯವಾಗಬಹುದು.

8. Plan for Interventions

ಉತ್ತಮ ಶಾಲೆಯಲ್ಲಿರತಕ್ಕಂತಹ ಶಾಲಾ ದಾಖಲೆಗಳು ಹಾಗೂ ಅವುಗಳಲ್ಲಿ ಪ್ರಕಾರಗಳ ಬಗ್ಗೆ ವರ್ಗಕೋಣೆಯಲ್ಲಿ ವಿವರಿಸಿ ಹೇಳುವುದು. ಪ್ರಸ್ತುತ ವಿಷಯದ ಬಗ್ಗೆ ಮಕ್ಕಳು ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಿಳಿದುಕೊಂಡಿದ್ದಾರೆಂಬುದನ್ನು ಚರ್ಚಿಸುವುದು. ನಂತರ ಪ್ರಶೀಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಪೂರ್ವಪರೀಕ್ಷೆಯನ್ನು ಏರ್ಪಡಿಸುವುದು. ಹಾಗೂ ಅವರ ಸಾಧನೆಯನ್ನು ಅಂಶಗಳಮೇಲಕೆ ನಮೋದಿಸುವುದು. ಆಮೇಲೆ ಎಲ್ಲ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳನ್ನು ಒಂದು ಉತ್ತಮವಾದ ಪ್ರೌಢ ಶಾಲೆಗೆ ಕರೆದು ಕೊಂಡುಹೋಗಿ, ಅಲ್ಲಿರುವ ದಾಖಲೆಗಳ ಬಗ್ಗೆ ವೀಕ್ಷಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಟ್ಟು, ಒಂದೊಂದಾಗಿ ಅವುಗಳ ಮಹತ್ವ ಹಾಗೂ ಉಪಯೋಗವನ್ನು ತಿಳಿದುಕೊಂಡಿದ್ದಾರೆಂಬುದನ್ನು ಚರ್ಚಿಸುವುದು. ಆ ಮೇಲೆ ಪ್ರಾತ್ಯಕ್ಷಿತೆಯಿಂದ ದಾಖಲೆಗಳ ಕುರಿತು ಯಾವ ಮಟ್ಟದಲ್ಲಿ ತಿಳಿದುಕೊಂಡಿದ್ದಾರೆಂಬುದನ್ನು ಪ್ರಶ್ನೆಗಳನ್ನು ತಯಾರಿಸುವುದರ ಮೇರೆಗೆ ಅಂತಿಮ ಪರೀಕ್ಷೆಯನ್ನು ಏರ್ಪಡಿಸುವುದು. ಪೂರ್ವ ಮತ್ತು ಅಂತಿಮ ಪರೀಕ್ಷೆಯ ಸಾಧನೆಯ ವ್ಯತ್ಯಾಸವನ್ನು ಗಮನಿಸಿ ಅಂತಿಮವಾಗಿ ಕ್ರಿಯಾ ಸಂಶೋಧನೆಯ ವರದಿಯ ಪ್ರಸ್ತಾವನೆಯನ್ನು ಸಲ್ಲಿಸುವುದು.

9. Estimated Expenditure

೧. ಪೂರ್ವ ಪರೀಕ್ಷೆಗಾಗಿ ಸ್ಟೇಷನರಿ, ಟೈಪಿಂಗ್, ಜ಼ರಾಕ್ಸ್	150/-
೨. ಅಂತಿಮ ಪರೀಕ್ಷೆಗಾಗಿ ಸ್ಟೇಷನರಿ, ಟೈಪಿಂಗ್, ಜ಼ರಾಕ್ಸ್	150/-
೩. ವರದಿಗಳ ಕರಡು ಪ್ರತಿ ತಯಾರಿಕೆಗಾಗಿ	200/-
೪. ವರದಿಗಳ ಪ್ರಿಂಟ್‌ಗೆ ಹಾಗೂ ಇತರೆ ಖರ್ಚಿಗೆ	100/-
ಒಟ್ಟು ಖರ್ಚಿಗೆ	600/-

ಕ್ರಿಯಾ ಸಂಶೋಧನೆ ತಯಾರಿಸಿಕೊಳ್ಳೊವಲ್ಲಿ ಆರ್.ಐ.ಇ. ಯವರ ಮಾರ್ಗದರ್ಶನ.

10. Name and Address of the Practitioner

Shri. Ramachandra Hanumantappa Shivalli
Lecturer
Goverenment College of Teacher Education (B.Ed. College)
Kakatiways, Belguam.

TASK GRID

No.	Task	People	Place	Period	Comments
1.	ಆದರ್ಶ ಶಾಲೆಯ ದಾಖಲೆಗಳ ಬಗ್ಗೆ ಪರಿಕಲ್ಪನೆ	ಶಿಕ್ಷಕರು ಹೇಳುವುದು	ಸಿಟಿಇ ಬೆಳಗಾವಿ	೨ ಘಂಟೆ	ಆದರ್ಶ ಶಾಲೆ ಎಂದರೇನು? ಯಾವ, ಯಾವ ಅಂಶಗಳಿಂದ ಕೂಡಿರಬೇಕೆಂಬುದನ್ನು ತಿಳಿಸುವುದು ಹಾಗೂ ದಾಖಲೆಗಳ ಬಗ್ಗೆ ವಿವರಿಸಿ ಹೇಳುವುದು.
2.	ಚರ್ಚೆ	ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ	ವರ್ಗಕೋಣೆ	೩ ಘಂಟೆ	ಮಕ್ಕಳೊಂದಿಗೆ ಸದರಿ ವಿಷಯ ಕುರಿತು ಚರ್ಚೆ.
3.	ಪರೀಕ್ಷೆ	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ	ವರ್ಗಕೋಣೆ	೧ ೧/೨ ಘಂಟೆ	ಮಕ್ಕಳು ಅವರವರ ಶಾಲೆಯಲ್ಲಿರುವ ದಾಖಲೆಗಳ ಬಗ್ಗೆ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಿಳಿದುಕೊಂಡಿದ್ದಾರೆಂಬುದನ್ನು ಪರೀಕ್ಷಿಸುವುದು.
4.	ಶಾಲೆಗೆ ಭೇಟಿ, ವೀಕ್ಷಣೆ ಅವಲೋಕನೆ	ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು	ಸೂಕ್ತಾಪದಶಾಲೆ ಬೆಳಗಾವಿ	೧ ದಿನ (೬ಘಂಟೆ)	ಉತ್ತಮ ಶಾಲೆಯಲ್ಲಿರುವ ದಾಖಲೆಗಳನ್ನು ಒಂದೊಂದಾಗಿ ವೀಕ್ಷಿಸಿ, ಅದರ ಮಹತ್ವ ಹಾಗೂ ವಿವರಣೆಯನ್ನು ತಿಳಿಸಿಕೊಡಬಹುದು.
5.	ಚರ್ಚೆ	ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ	ಸಭಾಂಗಣಾ	೩ ಘಂಟೆ	ಉತ್ತಮ ಇಲಾಖೆಯಲ್ಲಿರುವ ದಾಖಲೆಗಳ ಕುರಿತು ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಿಳಿದುಕೊಂಡಿದ್ದಾರೆಂಬುದನ್ನು ಚರ್ಚಿಸುವುದು.
6.	ಪರೀಕ್ಷೆ	ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ	ಸಿಟಿಇ ಬೆಳಗಾವಿ ನಿರ್ವಾಹಣ ಕೊಠಡಿ	೧ ೧/೨ ಘಂಟೆ.	ಮಕ್ಕಳು ಆದರ್ಶ ಶಾಲೆಯಲ್ಲಿರುವ ದಾಖಲೆಗಳ ಕುರಿತು ಯಾವ ಮಟ್ಟದಲ್ಲಿ ತಿಳಿದುಕೊಂಡಿದ್ದಾರೆಂಬುದನ್ನು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಟ್ಟು ಉತ್ತರಗಳನ್ನು ಬರೆಯುವುದರ ಮೇರೆಗೆ ಪರೀಕ್ಷಿಸುವುದು.

PHASE - III

PHASE - 3
CONDUCTING ACTION RESEARCH BY THE PARTICIPANTS

About the Task

As mentioned earlier, all the nine participants had finalized their action research proposals during the training programme itself. During this third phase, they had to start various preparations for implementation of the proposal. They were expected to finalize the tools and other resources to carry out the study. Moreover, they were also asked to adhere to the general guidelines provided during the second phase.

As this particular phase wholly had to be undertaken at the participants' workplace, the Director, DSCERT was requested to write all the 6 CTE Principals requesting them to provide all necessary support for the implementation of the action research proposals by the participants. A copy of the letter to the DSCERT Director is provided in Appendix -X.

During the implementation phase some of the participants had contacted the resource persons and the coordinator for getting some clarifications and suggestions. In fact, in the project, a provision was also made to provide a token amount of Rs. 500/= (Rupees five hundred only) to each participant for meeting their expenses during the implementation and finalization of the report. However, it was decided that the amount would only disbursed only after the submission of the final report by the participants. This was informed to all the participants during the Phase-II itself. After the implementation Phase the participants were requested to attend a meeting at RIE in the month of February, 2005.

TITLES OF THE ACTION RESEARCH PROPOSALS IMPLEMENTED BY THE PARTICIPANTS

Sl. No	Name	Tentative Title of the Proposal
01.	Smt. Nafees Fathima	Developing the ability among teacher trainees to write good lesson plans.
02.	Smt. H.N. Geethamba	A study of the relationship between interactive process and the level of participation of B. Ed trainees.
03.	Mr. Suresh Babu	Improving the teacher trainee's learning of history through modifying the transaction system.
04.	Shri Ramachandra Hanumantappa Shivalli	Enhancing learning through suitable field trips.
05.	Smt. Jayashree A Biradar	Correcting pronunciation mistakes of B. Ed students (Kannada Methods).
06.	Smt. Pramila	Developing the ability of identifying physical features in a map through providing practice in using varieties of maps.
07.	Shri. J.J. Doddamani	Developing the skill of writing instructional objectives and learning outcomes in the lesson plan in B. Ed trainees.
08.	Smt. Vijayalaxmi Desai	Persuasive practice will enhance the effective use of the specimens in teaching Life Science.
09.	Mr. Kumar	Impact of stimulus variation on attending behaviour of teacher trainees.

PHASE - IV

PHASE - 4
REPORTING ACTION RESEARCH

About the programme

The fourth and the last phase of the programme was held from 23rd to 25th February, 2005 at the RIE, Mysore. A three days meeting of the participants who had attended the earlier programme was invited once again. The major objectives of the programme were to take stock of the activities completed by the participants and also to orient them about how to write the action research report and the need for documentation and dissemination of the action research.

The Strategy

The three days meeting was arranged in a participatory mode. Sessions were arranged for reporting the activities undertaken by each participant. Further, presentations and lectures were also included to educate the participants about the need for reporting and dissemination of action research. A programme schedule was finalized in consultation with the resource persons. The resource persons were the same who had associated with the earlier training programme. A copy of the programme schedule is provided in Appendix -XI.

Though the letter of invitation was sent to all the nine participants, only eight participants could turned-up. One person could not attend the programme as he was deputed for election duty work. An overview of the three days proceedings are provide session-wise in the following paragraphs.

Overview of the Three Days Proceedings

Day -1 (23rd February, 2005)

Session -1

Registration of the participants was made during this session. All the eight participants were presented at around 9.30 AM at the venue. The participants were provided with writing notes, pads and reading materials. The coordinator, Dr. Anil Kumar, provided a warm welcome to all the participants. Prof. A.V Govinda Rao and Dr. V.D. Bhat were also present at the dais. Dr. Anil Kumar summarized the activities under taken during the second phase of the programme. The participants were asked to modify the proposals if they have altered anything during the implementation phase. The original proposals were given back to the participants and some of the participants have made little changes in the proposals. The proposals were then handed over to the coordinator towards the end of the session.

Session 2 & 3

The two sessions were devoted for sharing of the action research activities undertaken by the participants at their work place. Prof. A.V Govinda Rao and Dr. V.D. Bhat initiated the discussion. It was noticed that only six participants could complete their entire interventions. The remaining two could not start. Each participant has presented his or her work done for the last three-four months. They have showed the diary maintained by them to the resource persons. Some of

them have shown all the tests conducted and the lesson plans, etc., prepared by them. All the six participants have got more than twenty minutes each for their presentation. Participants have also reported some of the constraints they have faced at their work place. One or two participants could not do much due to their pre-occupations in the college work. Many of them have reported that they have felt happiness in doing such activities. The session ended with some feedback from the resource persons.

Session -4

The last session of the day was devoted for discussion on data analysis. Dr. Anil Kumar initiated the discussion and informed that they are different ways of analyzing the data depends up on the nature of the data. If the data is more of qualitative in nature, then content analysis would be a better way. If the data is of quantitative in nature then one could complete simple descriptive statistics.

Dr. Anil Kumar then provided a detailed explanation about various descriptive statistics that could be used in action research. Further, he has also highlighted the need for having more graphical representation of the data in the report as it provides an immediate understanding. The days activities were concluded at 5.30 PM.

Day -2 (24th February, 2005)

Session -1

The first session in the morning was a presentation by Dr. C.G. Venkatesha Murthy on 'Action Research Report:

Writing Styles and Format'. During his presentation, Dr. Murthy highlighted the need for documenting the action research studies and explained about various styles of writing a report. All the participants interacted with the resource person and identified the major steps in reporting action research. The coordinator informed the participants that as far as possible all might adhere to a common format with in-built flexibilities. A copy of the handouts distributed is enclosed in the following pages.

Session -2

Again the second session was devoted for a discussion on 'Dissemination of Action Research: Why and How'? Dr. C.G. V. Murthy took the initiative for the discussion. He used a multimedia presentation for highlighting the views. Many of the participants had also expressed their own views also. A copy of the handouts distributed is enclosed in the following pages.

Sessions -3 & 4

These sessions were devoted for finalization of the action research reports. In fact some of the participants had come with a draft report. They were asked to make modifications based on the inputs provided in the earlier session. Prof. A.V. Govinda Rao provided necessary support to the participants. This session was continued in the afternoon also.

The day's activities were concluded when all the participants drafted their draft report for next day's presentation. Dr. Anil Kumar, the coordinator informed the

participants that they have to submit a copy of the draft report by next day.

Day -3 (25th February, 2005)

Session -1

The last day's morning session was devoted for a presentation. The topic for the presentation was 'Popularizing Action Research and the Ethical Issues' by Dr. C.G. Venkatesha Murthy. In his talk, Dr. Murthy highlighted the need for popularizing the action research among teachers, teacher educators and administrators for quality improvement. It is not for any credit or for any certificate one undertake action research. It is for the practitioner's professional satisfaction.

Further, some of the ethical consideration such as being intellectually honest, taking people into confidence, accepting responsibility for maintaining confidentiality and being transparent and fair in dealings. The session ended with culling out participants' views on each and every aspect.

Sessions -2 & 3

The final activity, presentations of action research was taken up in the following two sessions. All the six participants presented their draft reports. Prof. A.V. Govinda Rao and the coordinator were present during their presentations. Constructive comments were provided to the participants. For the other two participants, a request was

made to start the work immediately once they go back to their work place.

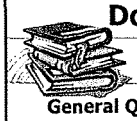
Session -4

During the valedictory session all the participants were requested to submit their final action research reports by 25th March, 2005 so as to finalize the final report of the programme at the end of March, 2005 by the coordinator. Participants were provided Floppy Discs for getting a soft copy of their final reports. The coordinator thanked the participants for their whole-hearted cooperation for the entire programme. At last, the TA & DA to the participants were distributed. All the participants and the resource persons were quite happy for the smooth end. All were disbursed with a request to contact each other.

The Outcomes

The programme has achieved all the objectives set at the beginning. Through the programme the CTE faculty was trained on the theoretical aspects of action research. The programme has empowered the CTE faculty in identification of a problem, developing action research proposals and executing the plan; and also in developing skills in reporting action research studies. It was happy to see that out of the nine participants attended, six participants could complete their action research studies and they had submitted a report of the same to the RIE, Mysore well in advance. A copy of their reports have been compiled by the coordinator and presented as a separate volume under the title 'Action Research Reports'.

Documentation of Action Researches



General Questions that bother a practitioner are:

(a) Is it necessary that all ARs are to be documented?

(b) Do we conduct AR because we want to document it?

(c) What are the advantages of documenting AR?

(d) Is it possible for an ordinary teacher who has no special ability also to document an AR?

(e) If documentation is to be made, how simple it can be?

1

1. Is it necessary that all ARs are to be documented?

Answer: It is not necessary. An AR is undertaken to improve one's own practice. But it is desirable to document.

2

2. Do we conduct AR because we want to document it?

Answer: **No. We document an AR after we have conducted it as it has certain advantages.**

3

3. What are the advantages of documenting an AR?

Answer: **(1) Provides a professional perspective of systematic record keeping of accomplishments.**

(2) Enables dissemination to all interested.

(3) As AR is already accomplished, it empowers a practitioner to plan well.

(4) Enables dissemination.

4

(5) This can motivate other practitioners too.

(6) Breaks monotony of practice and brings freshness in one's practice.

(7) Creative expressions are encouraged.

(8) Pumps good amount of confidence in a practitioner when one documents his accomplishments.

5

4. Is it possible for an ordinary teacher who has no special ability also to document an AR?

Answer: **Documentation is only a faithful recording of different steps used in an AR study. It does not require any special ability to document it.**

6

5. If documentation is to be made, how simple it can be?

Answer: **Let us discuss these issues in detail in the subsequent section.**

7

Documentation of AR studies

(1) Action Research Proposal

(2) Action Research Report

8

Action Research Proposal

(1) Background of the practitioner
(2) Perception of the Dissatisfaction
(3) Analysis of the Dissatisfaction
(4) Enumeration of probable Causes
(5) Development of Propositions
(6) Prioritization of a proposition
(7) Development of an action hypothesis
(8) Planning for an intervention

9

1. Background of the practitioner

Here, the practitioner has to explain his legitimate, professional responsibilities and introduce himself to a reader.

10

2. Perception of the Dissatisfaction

As a practitioner, how you have understood your problem has be written. It is the elaboration of dissatisfaction with clarity.

11

3. Analysis of the Dissatisfaction

Here, the practitioner has to analyse the nature, extend and intensity of the dissatisfaction. It is a much clearer description of dissatisfaction.

12

4. Enumeration of Probable Causes

The practitioner will start listing all possible causes which might be responsible for the creation of the dissatisfaction.

13

5. Development of Propositions

It is a tentative theory developed based on probable causes

14

6. Prioritization of a proposition

If more than one proposition is developed, one of them will have to be prioritized.

15

7. Development of Action Hypothesis

An action hypothesis is a statement of conjecture which states an intervention as capable of minimizing a dissatisfactory situation.

16

8. Planning an intervention

Planning an intervention is an important activity. Plan all activities in advance using the task grid.

17

Task Grid

Task, People, Place, Period, Comments

Kindly see table top camera.

18

Writing Style of a Proposal

(1) Simple narrative style
(2) Future tense
(3) First Person
(4) No need for typing it

19

Documentation of Action Research

(1) Prelims of the report
(2) Actual Text of the report
(3) Summary of Action Research
(4) Appendix

20

Prelims of the Report

(a)Cover page
(b)Acknowledgements
(c)Contents

21

Improving the communicative skills of students in English

Name of the Practitioner

District Institute of Education and Training

2005

22

Acknowledgements

Practitioner has to record his appreciation of cooperation, collaboration, help, he received at different points of time.This is not a place to please anyone if they have not facilitated the work.

23

Contents

Practitioner has to indicate different contents of the report which can be seen in the report with page numbers.

24

[B] Actual Text of the Report

1. Background of the practitioner

Just reproduce whatever you have written in your proposal

25

2. Perception of the dissatisfaction

Just reproduce whatever you have written in your proposal

26

3. Analysis of the problem/ dissatisfaction

Nature, Intensity, Extent of the dissatisfaction

27

4. Probable Causes

Just reproduce whatever you have written in your proposal

28

5. Development of propositions

Just reproduce whatever you have written in your proposal

29

6. Prioritization of a proposition

Just reproduce whatever you have written in your proposal

30

7.Development of an action hypothesis

Just reproduce whatever you have written in your proposal

31

8. Planning for intervention

This requires an elaboration. Based on the task grid used, elaborate how it was planned.

32

9. Execution of the intervention

Based on the practitioner's diary, different stages of execution needs to be elaborately written.The responses/ data gathered everyday also needs to be written.

33

Daily Intervention Recording Format

Kindly see the table Top

34

10. Assessment of the effectiveness of the intervention

This is a stage;

(a) We stop our interventions when we find that there is a retardation of any effect of our intervention, or

(b) We are happy about the progress .we have made because of our intervention

35

Here, the practitioner;

(a) compares the quality of the practice before the intervention began and its effect, with the new practice.

(b) makes an assessment of whether the new practice is better or not.

(c) Assesses the extent of change the intervention has brought about.

36

11. Decision making based on Reflection

This has two parts:

(a)Reflection

(b)Decision making

37

Reflection

Is a process of seeing what went right and what went wrong. **Some of the questions that can be answered;**

(1)Am I correct in understanding the causes of dissatisfaction?

(2) Did I make any mistake in understanding/guessing causes?

(3) How was I correct in identifying, planning, and implementing the interventions?

38

(4) Am I happy with the changes my interventions got me?

(5) What went right and what went wrong?

(6) Is there any scope for further improvement?

(7) Should I think of taking another route in handling the situation?

(8) Am I to think afresh the situation that caused me dissatisfaction and solutions to the situation?

39

Decision making

Certain decisions taken based on a few questions will have to be written.

(a) Should I terminate the intervention?

(b) Should I move to a new spiral?

(c) What changes are necessary to naturalize my tested interventions?

40

12 Net Gains

Every action research will have some net gains. They may be in terms of;

(a) People who have benefited (practitioner and trainees/ students)

(b) Situations that improved (teaching-learning)

(c) Materials that were developed (TLM)

(d) Certain strategies tested and added to the repertory of the practitioner

41

[c] Summary of Action Research

A suggested format.

(1) Title of the Action Research

(2) Dissatisfaction felt

(3) Prioritised proposition

(4) Action Hypothesis

(5) Execution of intervention (Bullet points)

42

(6) Evaluation (a brief report of the extent of change noticed)

(7) Reflection (What went right and what went wrong briefly)

(8) Decision Taken: (In bullet points)

43

III Dissemination of Action Research

Is the other face of documentation.

(a) Face to face Mode

(b) Distant Mode

44

(1) Face to Face mode

(1)Formal Talks on the results of AR

(2)Presentations to Colleagues

(3)Informal Group Discussions

45

(2) Distant Mode

(1)Report itself

(2)An article in a Journal

(3)News Paper article

(4)Radio Talk

(5)Internet

46

Dissemination of AR depends upon the imagination of the practitioner. If one is sincere and concerned about his growth, he can find avenues.Growth of the practitioner and betterment of the practice is the goal. Means are immaterial.

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THANK YOU

48

Ethical considerations related to ACTION RESEARCH

Ethics in ACTION RESEARCH

- Intellectual honesty
- Taking people into confidence
- Observing protocol
- Legitimate permission to look into records
- Making legitimate claims only
- Humility
- Conduct AR in a natural setting without causing disturbance to others.

Ethics in
ACTION RESEARCH

- Give credit to collaborators and others who have contributed to the study
- Transparency and fairness in dealings
- Open mindedness/ Remain open to suggestions
- Explain the implications to all those who are concerned and to those affected by the study
- Accept responsibility for maintaining confidentiality

Let us follow code of ethics as reflective Practitioners

THANK YOU

Common misconceptions about Action Research

(1) Improving others

(2) Only school teachers can conduct AR

(3) AR involves money in all cases

(4) More than one Action Hypotheses can be used in AR

(5) AR is conducted on the advise of higher ups

(6) AR can fetch a degree

(7) AR is a one time affair. One or two ARs are sufficient in one's career.

(8) Sophisticated tools and techniques are necessary in AR.

(9) Rigourous training is a must in AR.

APPENDICES

Contact List of CTEs in Karnataka

1. The Principal
   Government College of
   Teacher Education
   Jhansi Laxmi Bai Road
   Mysore - 570005
   Ph: 0821-240764

2. The Principal
   Government College of
   Teacher Education
   Kakatiways
   Belguam - 590002
   Ph:0831-2460197/2422562

3. The Principal
   Vijaya College of Teacher
   Education
   3rd Cross, 11th Main,
   4th Block, Jayanagar
   Bangalore - 560011
   Ph: 080-26631413

4. The Principal
   MES College of Teacher
   Education
   Vidya Vihara No 25/1
   17th Main, 2nd Block
   Rajajinagara
   Bangalore - 560010
   Ph: 080-23321600

5. The Principal
   Government College of
   Teacher Education
   Gulbarga- 585102
   Ph: 08472-220128

6. The Principal
   Government College of
   Teacher Education
   Mangalore - 575001
   Ph: 0824-2424013

7. The Principal
   Government College of
   Teacher Education
   Onakeobava Stadium Double
   Road, Prashanth Nagar
   Chitradurga - 577501
   Ph: 08194435647

8. The Principal
   M.L.M.N.College of Teacher
   Education
   Jyothi Nagar
   Chikkamangalore - 577102
   Ph: 08262-220314/220230

9. The Principal
   Sri Koturu Swami College of
   Teacher Education
   Gandhi Nagar
   Bellary - 583103
   Ph: 0889-2258434

10. The Principal
    Government College of
    Teacher Education
    Jamakhandi,
    Bagalkote- 587301
    Ph: 08353-320070

LIST OF RESOURCE PERSONS

Sl. No	Name & Designation	Address	Contact Number
1.	Prof.K. Dorasami Head & Dean	Department of Education Regional Institute of Education, Mysore-570006	2512153(O) 2512467(R)
2.	Prof. Lalithamma Professor	Department of Studies in Education University of Mysore Mysore-570006	2515525(O) 2512443(R)
3.	Prof.Govinda Rao Retd. Principal & Professor	201, 10th Main, 2nd Cross Kamakshi Hospital Road Kuvempu Nagar Mysore-570009	3184344(M) 2544147(R)
4.	Dr. V.D. Bhat Reader	Department of Education Regional Institute of Education, Mysore-570006	2512153(O) 2518235(R)
5.	Dr.B. Phalachandra Reader	Department of Education Regional Institute of Education, Mysore-570006	2512252(O) 9845480433 (M)
6.	Dr.C. G. V. Murthy Reader	Department of Education Regional Institute of Education, Mysore-570006	2411860(O) 2334444(R)
7.	Dr.G.Viswanathappa Sr. Lecturer	Department of Education Regional Institute of Education, Mysore-570006	2512153(O) 9448239716 (M) 2410995(R)
8.	Dr. Anil Kumar K Lecturer	Department of Education Regional Institute of Education, Mysore-570006	2512153(O) 2514789(R)

REGIONAL INSTITUTE OF EDUCATION, MYSORE
TRAINING ON ACTION RESEARCH FOR THE CTE FACULTY OF KARNATAKA

Address List of Participants

Official	Residential
1. Ms. Nafees Fathima Lecturer Government College of Teacher Education Jhansi Laxmi Bai Road Mysore - 570005 Ph: 0821-240764	Ms. Nafees Fathima Lecturer Door No. 1027 4th Cross, 5th Main Shivarathreswara Nagar Bannimantap 'B' Layout Mysore-570021 Ph: 0821-2499433
2. Ms. H.N. Geethamba Lecturer Government College of Teacher Education Jhansi Laxmi Bai Road Mysore - 570005 Ph: 0821-240764	Ms. H.N. Geethamba Lecturer CTE Quarters Vasanta Mahal Nazarabad Mysore-570010
3. Mr. Suresh Babu Lecturer Sri Koturu Swami College of Teacher Education Gandhi Nagar Bellary - 583103 Ph: 0889-2258434	Mr. Suresh Babu Lecturer Sree Bujangachori Compound Koppagal Road Gandhi Nagar Bellary - 583103 Mobile: 9448258755
4. Shri Ramachandra Hanumantappa Shivalli Lecturer Government College of Teacher Education Kakatiways Belguam - 590002 Ph:0831-2460197/2422562	Shri R H Shivalli Lecturer B. Ed College Hostel Kakatiways Belguam - 590002

Conti..

Official	Residential
5. Smt. Jayashree A Biradar Lecturer Government College of Teacher Education Kakatiways Belguam - 590002 Ph:0831-2460197/2422562	Smt. Jayashree A Biradar Lecturer C/o Yalameli Building 5th Cross Veerbhadra nagar Belgaum Ph: 0831-2475898
6. Ms. Pramila Lecturer Government College of Teacher Education Jamakhandi, Bagalkote- 587301 Ph: 08353-320070	Ms. Pramila Lecturer C/o Y.D. Deshpande Near Sai School Bijapur Ph:252726
7. Shri.J J Doddamani Lecturer Government College of Teacher Education Jamakhandi, Bagalkote- 587301 Ph: 08353-320070	Shri.J J Doddamani Lecturer 96, MIG-II Adarshnagar Bijapur- 586103
8. Ms. Vijayalaxmi Desai Lecturer M.L.M.N.College of Teacher Education Chaitanya Bharathi Jyothi Nagar Chikkamangalore - 577102 Ph: 08262-220314/220230	Ms. Vijayalaxmi Desai Lecturer MIG-2, 1st Phase HUDCO Colony Jyothi Nagar Chikkamangalore - 577102
9. Mr. Kumar K Lecturer MES College of Teacher Education Vidya Vihara No 25/1 17th Main, 2nd Block Rajajinagara Bangalore - 560010 Ph: 080-23321600	Mr. Kumar K Lecturer 17, 2nd Main Nanjambha Agrahara Chamrajpet Bangalore- 560018 Ph:080- 56683015 Mobile: 9243120338

REGIONAL INSTITUTE OF EDUCATION, MYSORE
TRAINING ON ACTION RESEARCH FOR THE CTE FACULTY OF KARNATAKA
(22-29 September, 2004)

Name: _____

Name of the CTE: _____

PRE-TEST

Instruction: **Duration:20 Minutes**

Answer all the questions by ticking (√) in the appropriate box.

SECTION -A

State whether the following statements are true or false

		True	False
1.	Any practitioner can undertake action research	☐	☐
2.	Action research is a reflective practice	☐	☐
3.	Action research can not be undertaken without funds	☐	☐
4.	There is no need to formulate or generate hypothesis in action research	☐	☐
5.	Action research is always quantitative	☐	☐
6.	There is no scope for trying alternative strategies in action research	☐	☐
7.	Action research can be undertaken by a group of practitioners	☐	☐
8.	Perceiving an unsatisfactory situation is a pre-requisite of action research	☐	☐
9.	Action research brings out professionalism in work	☐	☐
10.	Action research is the only way to improve the practices	☐	☐

SECTION –B

Select the most appropriate answer from the following options

11. Who is considered as the father of action research?

☐ a) Stephen Correy ☐ b) John W. Best

☐ c) Kurt Lewin ☐ d) Stephen Kemmis

12. Which is not a step in action research?

☐ a) Reflect ☐ b) Act

☐ c) Observe ☐ d) Summarizes

13. Which is not a characteristic of action research?

☐ a) Reflective Practice

☐ b) Generalizability

☐ c) Context Specific Intervention

☐ d) Small scale intervention

14. Some students of class IV have difficulty in subtracting numbers involving borrowing. Who should initiate action research to solve the problem?

☐ a) Classroom Teacher ☐ b) Head Teacher

☐ c) Teacher Educator ☐ d) All of the above

15. Action research is undertaken when

☐ a) all other colleagues are doing action research

☐ b) a practitioner is dissatisfied with a situation around him/her

☐ c) the department asked to do so

☐ d) one wants to get promotion

16. Which is not the main purpose of action research?

- [ ] a) Finding an immediate solution to a problem
- [ ] b) Contributing to the existing body of knowledge
- [ ] c) Improving the existing practices
- [ ] d) Identifying context specific solution to a problem

17. What is the meaning of 'Spiral' in action research?

- [ ] a) It shows that the problem is continuing
- [ ] b) It reflects the different steps to be undertaken
- [ ] c) The steps could be repeated once again
- [ ] d) The steps could be repeated once again with modifications

18. Which of the following is true in the case of action research?

- [ ] a) Only research scholars undertake action research.
- [ ] b) Action research is undertaken to test an educational theory.
- [ ] c) The outcomes of an action research are generalisable.
- [ ] d) An intense understanding of educational research is not a must for action research

19. Who is not doing an action research?

- [ ] a) Teacher
- [ ] b) Teacher Educator
- [ ] c) Student
- [ ] d) None of the above

20. What is the significance of action research, which makes it different from other types of researches?

- [ ] a) Practitioner's research
- [ ] b) Collaborative research
- [ ] c) Qualitative research
- [ ] d) Quantitative research

Quality Assurance of Professional Practice through Action Research

Dr.C.G.Venkatesha Murthy

Regional Institute of Education
Mysore
2004

Action Research: Basic Issues

(a) Origin and Development: Action Research has been a mid 20th century concept which has spread over different fields including education. It is still an evolving concept. It is still getting refined periodically. The development of the idea of Action Research is generally attributed to Kurt Lewin, a psychologist, a phenomenologist who in the immediate post world war period used it as a methodology for intervening in and researching the major social problems. Lewin maintained that through action research advances in theory and needed social change might simultaneously be achieved. Action Research (AR) according to Lewin consisted of analysis, fact finding, conceptualization, planning execution, more fact finding or evaluation and then a repetition of this whole circle of activities; indeed a spiral of such circles. (In, Kemmis, 1982;13)

Lewin's concept of AR has been summarized by Argyris *et al.*(1985) as follows.

(1) It involves change experiments on real problems in social systems. It focuses on a particular problem and seeks to produce assistance to the client system.
(2) Like social management, more generally, it involves iterative cycles of identifying a problem, planning, acting and evaluating.
(3) The intended change in an action research project typically involves re-education, a term that refers to changing patterns of thinking and action that are currently well established in individuals and groups. A change intended by change agents is typically at the level of norms and values expressed in action. Effective re-education depends on participation by clients in diagnosis, fact-finding and free choice in new kinds of action.
(4) It challenges the status quo from a participative perspective, which is congruent with the requirements of effective re-education.
(5) It is intended to contribute simultaneously to basic knowledge in social science and to social action in everyday life. High standards for developing theory and empirically testing propositions organized by theory are not to be sacrificed nor the relation to practice lost.

Argyris, (1993) summarises four core themes of Lewin's work as follows.
(1) Lewin integrated the theory with practice by framing social science as the study of problems of real life, and he connected all problems to theory.
(2) He designed research by framing the whole and then differentiated the parts.
(3) He produced constructs, which could be used to generalize and understand the individual case, particularly through the researcher as interviewer and his notion that one could only understand something when one tried to change it.
(4) He was concerned with placing social science at the service of democracy, thereby changing the role of those being studied from subjects to clients so that help, if effective, could improve the quality of life and lead to more valid knowledge.

Lewins' ideas on AR were almost immediately applied to education as well as social science more generally. It was the work of Stephen Corey at Teacher's College, Columbia University, however in particular, his book Action Research to improve school practice (1953), that spread the word about Action Research into mainstream American Education. (Hopkins, D. 1998: 46)

(b) Definitions: Action Research has been defined as an approach to research that is based on a collaborative problem-solving relationship between researcher and client, which aims at both solving a problem and generating new knowledge. It developed largely from the work of Kurt Lewin and his associates and it involves a cyclical process of diagnosing a change situation or a problem, planning, gathering data, taking action and then fact finding about the results of that action in order to plan and take further action. The central feature of action research is that it uses a scientific approach to study the resolution of important issues together with those who experience these issues directly. (Coghan & Brannick, 2001).

According to Robert Rapoport, (1970), 'Action Research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutuality.'

According to Stephen Kemmis, (1983), 'Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices and, (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals and sometimes in cooperation with outsiders. In education, action research has been employed in school-based curriculum development, professional development, school improvement programmes and systems planning and policy development.'

According to Dave Ebbutt, (1985), Action Research is the way groups of people can organize the conditions under which they can learn from their own experiences. John Elliot, (1991,: 61) defines action research as 'the study of a social situation with a view to improving the quality of action with in it.' He further laments that "Action Research aims at feeding practical judgments in concrete situations, and the validity of the 'theories', or hypotheses it generates depends not so much as 'scientific' tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research, 'theories', are not validated independently and then applied to practice. They are validated through practice".

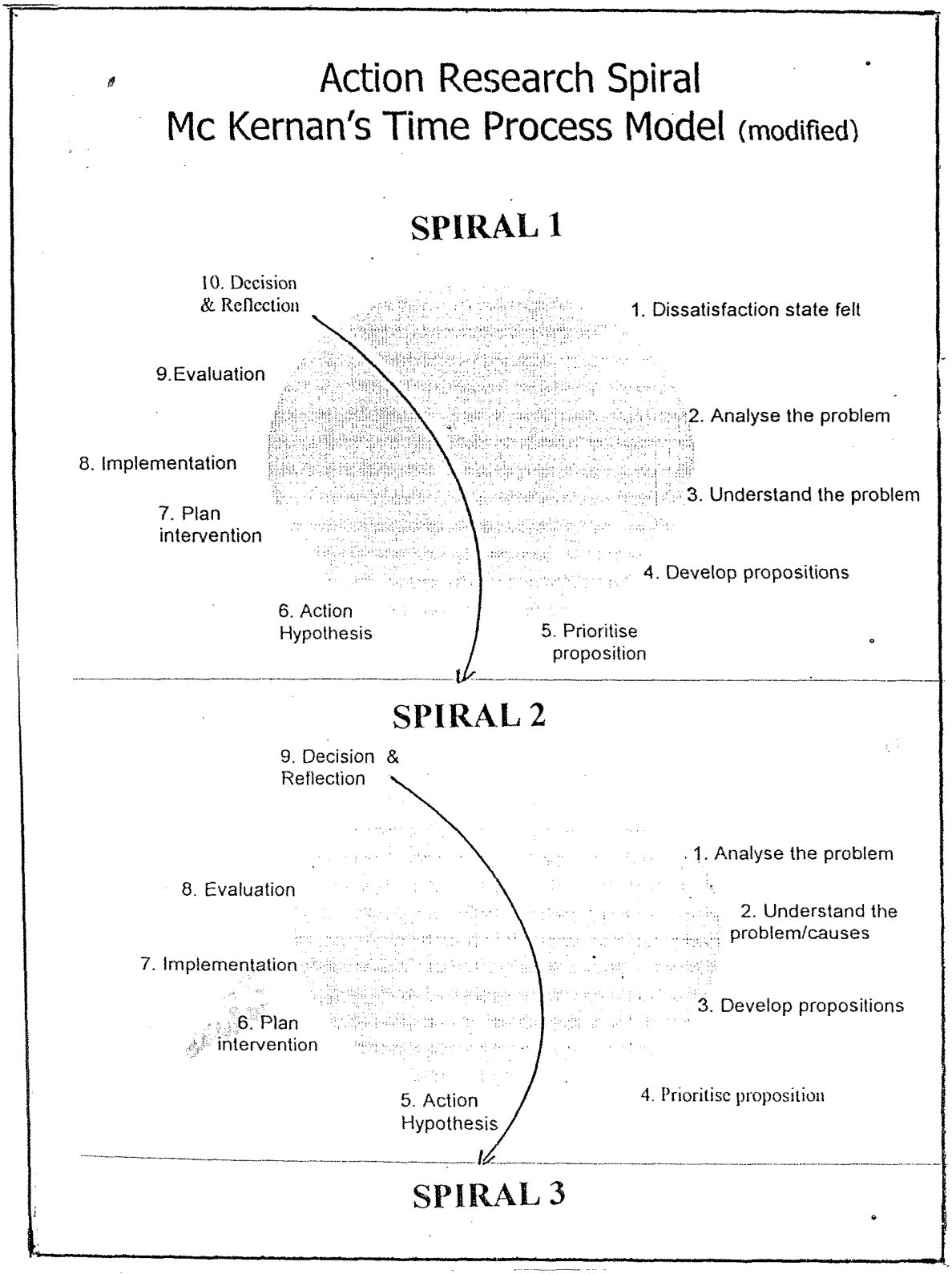
While commenting on Reflective Teachers, Ross, Bondy and Kyle, (1993), opine that 'Reflective Teachers are never satisfied that they have all the answers. By continually seeking new information, they constantly challenge their own practices and assumptions. In the process new dilemmas surface and teachers initiate a new cycle of planning, acting, observing and reflecting.' Reflective practice is the centrality of action

research. Ideally, all teachers need to be reflective practitioners. Teachers also need to become autonomous practitioners. Only then, action research will become relevant to them. In this context, Lawrence Stenhouse, (1984: 69) described the ideal role of the teacher as follows. "Good teachers are necessarily autonomous in professional judgment. They do not need to be told what to do. They are not professionally the dependants of researchers or superintendents of innovators or supervisors. This does not mean that they do not welcome access to ideas created by other people at other places or in other times. Nor do they reject advise, consultancy or support. But, they do know that ideas and people are not of much real use until they are digested to the point where they are subject to the teacher's own judgment. In short, it is the task of all educationists outside the classroom to serve the teachers, for only teachers are in the position to create good teaching."

It is desirable to distinguish between action research and other practices. Wortley, (2000) writes "There is much debate in the literature as to what distinguishes action research from other practices. As Dick and Swepson, state, action research and some forms of practice are in some ways very similar. "Both are often directed towards the achievement of change. Both are qualitative and often participative. Both tend to be flexible and cyclic" (1994 p.4). However, despite these similarities, there are characteristics and criteria that differentiate an action research project from everyday practice. Most definitions of action research focus upon the themes of "empowerment of participants; collaboration through participation; acquisition of knowledge; and social change" (Masters, 1995 p.2). Whilst it is understood that these are important values underlying action research, they are often also incorporated into everyday practice. In contrast, the equally common phrases of systematic inquiry, critical reflection and strategic action are frequently reserved specifically for action research. Thus it would appear that action research differs from everyday inquiry in that it is a systematic and deliberate process. Kemmis and McTaggart write that to do action research one must plan,,act, observe and reflect "more carefully, more systematically, and more rigorously than one usually does in everyday life; and to use the relationships between these moments in the process as a source of both improvement and knowledge" (1988, p.10). In defining the concept of action research one must be careful to include aspects of both action and research. There is a risk otherwise that action research can become a tool rather than a means of genuine critical reflection and social action (Drinan, 1991).

Action research has a distinct identity. However whilst it has particular characteristics, action research is also a super ordinate term, one in which a variety of types and models are subsumed. Similarly as action research has been distinguished from other methodologies, authors have also differentiated between different types and models of action research. This could be explained by the inclusion and interplay between the dual dimensions of action and research. As Tripp (1995) notes the varying importance placed upon these two concepts can produce recognizably different kinds of practice.

(a) The model 'used in the present Programme: In the present programme, McKernan's Time Process Model has been used **with modifications.**



In the above model, different steps involved are as follows.

(1) Perception of the problem / dissatisfaction
(2) Analysis of the problem / dissatisfaction
(3) Understanding the probable causes
(4) Developing propositions
(5) Prioritising a proposition
(6) Developing an action hypothesis
(7) Planning an intervention
(8) Execution of an intervention
(9) Evaluation of the intervention
(10) Decision making, (Reflection, explanation and understand action)

The present model is transacted to the trainees keeping in view the school-education context. Education is practice not just theory. So every teacher is a practitioner. Any practitioner can undertake action research and hence, a teacher can undertake action research. For undertaking action research, a practitioner has to be sensitive to his/her profession. If one is complacent about everything going on around, then perhaps, one does not have any scope for action research. If one is dissatisfied with any aspect of one's practice there is a scope for action research. Therefore no one can compel any one to undertake action research. One undertakes if one feels to bring in some change in his/her practice. Under these premises, the following steps are explained and elaborated.

(1) . **Perception of the problem / dissatisfaction**: If a practitioner is dissatisfied with certain aspects of one's practice, s/he should be sensitive to them. Or there may be a problem and the practitioner need to be sensitive to the problem, then a beginning can be made.

Let us take an example to explain the same. A teacher is teaching English to class V students. He is uncomfortable to note that in spite of his best efforts, his students are not able to pronounce words in English satisfactorily. He feels that he needs to do some thing about it because he is convinced that it is his responsibility to develop good pronunciation among his students. This is an indication that he feels there is a problem and he is dissatisfied with the situation. On the contrary, if he were to be complacent about what ever is happening around him, perhaps, there would not have been a scope for action research. So this is the first step in action research.

(2) **Analysis of the problem / dissatisfaction***:* Having felt that he is dissatisfied, he needs to analyse the dissatisfied state or the problem from all possible angles. For this he must objectively be able to explain the dissatisfaction.

Taking the same example, here, at this stage, the teacher must be capable of understanding by way of asking himself;

(a) how many students are unable to pronounce English words,
(b) are there any specific kinds of problems associated with this,
(c) are there any specific patterns of errors they have in expression, and based on the answers he gets, he has to move to the next step.

(3) **Understand the probable causes**: For the kind of dissatisfaction / problem, he has to start listing all possible causes from different perspectives. These causes are only possible and plausible causes. These causes are based on his intelligent guesswork too.

In the our example context, some of the causes a teacher could think of could include the following:

(1) Lack of training
(2) Lack of support in the family
(3) First generation learner
(4) Friends in school do not speak in English
(5) Teachers do not encourage students to speak in English
(6) Children speak only in Kannada /Telugu /Malayalam in their community
(7) Inadequate training in the past classes
(8) Lack of opportunities in school
(9) Second grade given to English in school
(10) Lack of English listening opportunities
(11) Not interested in English
(12) Students ridicule if some one attempts to speak in English
(13) A feeling that without English also one can survive well
(14) Diffidence in pronouncing English

The above are some hypothetical causes, attempted to be listed. All these causes are to be noted down as assorted points.

(4) **Development of propositions**: 'A proposition is a tentative theory, which is developed, based on different causes and their interrelationships.' The tentative theory developed will help us to plan other set of activities. So this will serve as a theoretical base. Based on different causes, different propositions can be developed. Sometimes, there could even be only one proposition too.

In our example, which we are carrying, we can develop three propositions based on causes that relate to individual factors, school factors and family related factors. Let us develop and examine them.

Proposition 1. *(Based on individual factors)*: Students are not good in their pronunciation perhaps because; a majority of them are not interested in speaking English, as they are diffident. This could be because, they have no opportunities of listening to or speaking in English. Even if some one shows some interest, others ridicule as a majority of them are Kannada / Telugu / Malayalam speaking students. As a result of all these factors, students are not capable of speaking in English. Since, they are not attempting to speak, their English pronunciation is poor.

Proposition 2. *(Based on school factors)*: A majority of students are not good in their pronunciation because perhaps, their readiness to cope up with the present level is too low as their training in the previous classes are very poor. There are no opportunities provided in school activities, either inside the classroom or outside, to speak or listen to

in English. The whole school ambiance looks as though, English is given a second or third grade. On the cap of it, teachers also do not speak in English, and so are students. As an English teacher, I also am not encouraging students to speak in English. In such a context, it is natural that the students also do not speak in English in school. Thus, perhaps, the school factor is playing a very important role in their distancing students from speaking good English.

Proposition 3. *(Based on family factors)* Perhaps, at the family front, as some of the students are first generation English learners, there is obviously no support from parents. As the students come from Kannada/ Telugu/ Malayalam speaking families, their chances to listen to English is almost nil. Therefore, when they have no access to, and emphasis on English, their plight is quite understandable.

The above three propositions attempt to explain how certain situations are coming in their way of learning English and pronouncing satisfactorily.

(5) Prioritization of a proposition: Is a process of selecting one proposition among many. This needs to be done keeping in view certain points in mind. They include;

(a) What a practitioner can attempt.
(b) What is a priority issue according to the practitioner?
(c) What is in the larger interest of the group?

In the above example, perhaps an intelligent practitioner would prioritize the second one, as it is a domain where a practitioner can do something concretely. He/she has the legitimate responsibility to bring in change. The second proposition reads as follows.

(Based on school factors): "Perhaps, a majority of students are not good in their pronunciation because, their readiness to cope up with the present level is too low as their training in the previous classes are very poor. There are no opportunities provided in school activities, either inside the classroom or outside, to speak or listen to in English. The whole school ambiance looks as though, English is given a second or third grade. On the cap of it, teachers also do not speak in English, and so are students. As an English teacher, I also am not encouraging students to speak in English. In such a context, it is natural that the students also do not speak in English in school. Thus, perhaps, the school factor is playing a very important role in their distancing students from English."

Here, the second proposition is prioritized and hence it is literally lifted and put under prioritized proposition. Or alternatively, it is enough if one mentions that proposition 2 is proposed.

(6) **Developing an action hypothesis**: An action hypothesis is 'one which contains the intended action / intervention potentially capable of changing the dissatisfaction / solving the problem / minimizing the intensity of the problem.' Therefore, an action hypothesis intends a change. It is to be developed based on the prioritized proposition. Further, only one action hypothesis is to be developed in every spiral.

An example of an action hypothesis in the above context could be *"Creation of more opportunities and encouragement will enhance the motivation levels of students to use English more and more."*

(7) **Planning of intervention**: Once an action hypothesis is formulated, what intervention has to be executed needs to be planned. It covers all aspects of 'What' 'Who' 'How' and 'When' of any intervention. It may cover in detail;

(a) What is to be done as intervention?
(b) How is it to be done?
(c) When is to be done?
(d) What are the precautions that I may have to take?
(e) What are the resources, both men and material, those are necessary?
(f) Who are the people who have to be collaborated? etc, etc.

The planning has to be as elaborate as possible. But, there is no must that it should not be deviated. Planning definitely provides a direction. But, it should not become a limiting factor. Therefore, there has to be an attitude on the part of the practitioner to be open minded so that, if the situation demands a modification, one must be willing and open. Therefore, the practitioner must be capable of adopting a contingency plan too to meet any emergency or exigencies.

(8) **Execution of intervention**: Here, the actual implementation of the intervention takes place. A good planning could take away all the vagueness of the implementation as all minor details are planned in advance. This will facilitate a focused direction and will save time and energy.

While executing, the practitioner should have a schedule covering activities, men and materials. As per the plan they need to be executed, so that systematically certain evidences / data can be generated. All the tools and techniques that are planned are to be used with care and proficiency.

The collected data need to be scored, evaluated and treated qualitatively or quantitatively. This activity will be followed by the next activity, i.e., Evaluation of the intervention.

(9) **Evaluation of the intervention**: Evaluation is an activity of assigning a value judgment to a measured attribute. In the action research context, evaluation may cover the following.

(a) Assess the worth or usefulness of the intervention in altering the dissatisfaction state/ or in minimizing the intensity of the problem.
(b) Explain how comprehensive dependable, relevant was the intervention?
(c) Assess whether intervention on the whole succeeded completely, partially or failed totally.

To do this, the kind of data / evidences one collects must be dependable and must be drawn from multiple sources.

(10) **Decision (based on Reflection, explanation and understanding the action)** :

Evaluation is made because, certain decisions will have to be taken based on them. Based on the evaluation, the practitioner first has to 'reflect'. 'Reflection' is the centrality of action Research. Reflection is the process of stepping back from experience to process what the experience means, with a view to planning further action (Daudelin, 1996; Kolb, 1984; Raelin, 2000; Rigano and Edwards, 1998).

Reflection is the critical link between the concrete experience, the interpretation and taking new action. According to Raelin, (2000) reflection is the key to learning as it enables one to develop an ability to uncover and make explicit to yourself what you have planned, discovered and achieved in practice. He further advocates that reflection must be brought into the open so that it goes beyond your privately held, taken for granted assumptions and helps one to see how knowledge is constructed. In action research, reflection is the activity, which integrates action and research.

Some of the following suggested questions may help in reflection.

(1) What did I think was the problem? Was that all right?
(2) Did the intervention bring about improvement to a satisfactory level?
(3) Is there any scope for further improvement?
(4) What went right and what went wrong?

Based on such questions, certain decisions will have to be taken. These decisions are based on the reflections made by the practitioner. The decisions may include the following suggested ones.

(1) Should I terminate the intervention?
(2) Should I move to the next spiral because the results yielded are not fully satisfied?
(3) What kinds of planning needs to be made keeping in view the present planning which did not help me fully?
(4) How can I make my effective intervention a part of my regular practice?
(5) What efforts and preparations are necessary to naturalize the tested strategy/ies?
(6) What kinds of changes I have to bring in myself in order to naturalize the tested interventions?

Keeping in view the above guidelines, one can take a decision whether one can terminate or move to the next spiral. If one wishes to move to the next spiral, all the steps have to be followed afresh. If terminated, one has to see how the tried out strategi/ies can become a part of ones natural practice.

Characteristics of Action Research

Some of the salient features of Action Research are as follows:

1. **Small Scale Intervention**: Action Research, as a whole is a small-scale intervention provided by a practitioner as a part of one's own legitimate activity/practice.
2. **Context Specific in Nature**: The whole Action Research is specifically studied, planned and implemented in a specific context and hence the strategies tested here are not generalizable. The solutions provided to either the problem or to elevate the dissatisfaction to a state of satisfaction is specific to the specific context. So intact groups of beneficiaries are studied.
3. **Reflective Practice**: The entire Action Research process enables a practitioner to reflect on his/her own efficiency and enables him/her to improve their practice. So 'reflective practice' is the central feature of Action Research.
4. **Enhancement of Efficiency**: In the process of reflecting on the efficiency, it prompts the practitioner to enhance one's own efficiency. So this is one of the important features of Action Research.
5. **Practitioner's Privilege**: The entire perspective of becoming a 'reflective practitioner' is possible only if one wants to become a reflective practitioner. If one is happy with whatever that is around him/her, in whatever quality or manner, one need not undertake action research. So, one can undertake Action Research *if only one wants*. No body can compel anyone to do Action Research. One undertakes Action Research in order to improve one's own practice. So, it is practitioner's privilege. An intelligent practitioner considers Action Research as a boon and hence it becomes his/her privilege.
6. **It is a management *mantra***: In an action research, the practitioner does not do different thins but, he does them differently. Therefore, it is only a management issue for a professional practitioner.
7. **Eliminates monotony in practice**: A reflective practitioner does not suffer from monotony in one's practice as he/she always looks forward for qualitative betterment. This requires new ways of doing things and freshness in one's practice.
8. **Any practitioner can undertake**: An action Research is one, which can be undertaken by any professional practitioner, who wants to enhance one's professional skills.
9. **Action Research is an activity, which has to be undertaken on one's, own initiative and can not be enforced on the practitioner**: Action Research is not an activity which could be enforced upon a practitioner. If one is complacent about one's practice, he/she has no scope to undertake action Research.
10. **Steps move in a spiral:** All the steps in action research move in spiral. On reflection, if the practitioner finds that he/she has not been able to turn the situation around, he/she can move to another spiral and try another intervention / strategy. So different steps move in a spiral.

Professional Concerns to be effective reflective practitioners

Every functionary in education, whether he/she is a teacher, teacher educator, administrator, manager or planner can use Action Research as a strategy to make their profession rewarding.

Some of the points every teacher/teacher educator needs to keep in mind are :

a) Teaching is a profession and not a job.
b) To become effective as a teacher/teacher educator is in the hands of a practitioner himself/herself.
c) Action Research/Reflective practice need to be understood conceptually and tried out by every practitioner whenever he/she feels that they need to improve a situation around where they have their legitimate role.
d) Action Research is not just problem-solving approach it is beyond that.
e) Every practitioner must strive to do better and better.
f) A teacher/teacher educator must be sensitive to different issues, surrounding him/her. Anything, which needs improvement, which is within one's own legitimate boundary, needs to be attempted to by a practitioner.
g) Every practitioner needs to develop professional concerns, professional competence and conviction about doing things and doing things professionally.
h) Teaching is to be understood as a well-planned and designed intervention and not as a formality of visiting classroom and engaging children irrespective of relevance.
i) A good professional does not compromise on the quality.
j) A good professional also attempts to influence the environment around him/her for qualitative transformation.

If we all seriously think of the issues discussed above, to become a part of our professional life, there is little scope to be pessimistic about becoming effective reflective practitioners.

Misconceptions about Action Research:

There are certain misconceptions about action research (AR). They can be discussed as follows.

(1) AR can improve others: It is to be internalized amply clearly that a practitioner conducts AR in order to become a better professional. Therefore, the first beneficiary is the practitioner himself/herself. As a practitioner cannot function in isolation, the clients also benefit.

(2) Only school teachers can conduct AR: It is a gross misconception that only a school teacher can conduct action research. All professionals can conduct action research. Since, a teacher is also a professional, who practices teaching, a teacher can also conduct action research.

(3) **AR involves money in all cases:** It is not true that all action researches require money. There can be many action researches, which may not require any money at all. This is potentially so with teachers.

(4) **AR is conducted based on the advice or orders of higher ups:** It is a gross misconception that Action Research is conducted based on the advice or orders of higher ups. It is the practitioner's choice and privilege. No higher up can insist that his/her subordinates do action research. He/she can utmost insist on quality assurance and suggest that action research could be used as a tool.

(5) **AR can fetch a degree:** Action Research is a reflective practice. It does not fetch any degree. It is only a management strategy of becoming more effective as a professional. It is only a strategy and a tool at best. Therefore, it is not to be mistaken for any activity, which could fetch any one any degree.

(6) **AR is a one-time affair. At best a couple of ARs are sufficient in one's career:** It is totally erroneous to think that AR is a one-time affair. A practitioner can be a continuous innovator who believes in moving to higher levels constantly. As a practitioner does not undertake action research either to get a degree or any other benefit but for professional satisfaction, he/she remains active and whenever, there is dissatisfaction, one tries to use action research in converting a situation of dissatisfaction to a situation of satisfaction. Therefore, it is not the number of ARs that is important to a reflective practitioner.

(7) **Sophisticated tools and techniques are necessary in AR:** Unlike other researches, ARs, do not require sophisticated tools and techniques. An AR is a practitioner's research and a reflective practice. Depending upon the nature of AR, one may need different tools. Generally, they are not those sophisticated tools and techniques as a practitioner in education is not trained professionally to handle them. That does not mean that an AR is an activity that is to be understood apologetically. No, it is not. It has a dignity of its own and a personality of its own.

(8) **Rigorous training is a must in AR:** Any practitioner need to just understand the concept and purpose of AR. Other things one can manage easily. It does not involve rigorous training at all. A fundamental conceptual clarity is sufficient.

To sum up, it is to be remembered that an action research facilitates a practitioner to become more professional. This is a boon to any practitioner and he/she can use it for one's own betterment and not to please any one else.

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COMPETENCY BASED TEACHING LEARNING STRATEGIES TO IMPROVE WRITING SKILLS IN ENGLISH FOR STUDENTS OF CLASS V

(SFC)

(Short Free Composition)

S.K. SHAMALA
Post Graduate Teacher in English
Demonstration School
RIE, MYSORE.

ANNEXURES

Annex (1) Pretest Question paper

Annex (2) Post test Question paper.

Annex (3) Statistical Analysis

Annex (4) Bibliography.

COMPETENCY BASED TEACHING LEARNING STRATEGIES TO IMPROVE S.F.C. WRITING SKILLS IN ENGLISH FOR STUDENTS OF CLASS V

1. INTRODUCTION

Language is the most valuable tool the student has in attaining the goals established by him / her and by him / her. Practically every task at primary school level has to be the prerequisite language development of the student. The four basic skills of language - learning: Listening, Speaking, Reading and Writing are complementary and interdependent. The student who is adept at oral composition can be expected to read, write and listen better then his/her counterparts who aren't. Not all students develop language ability with equal case. A good and effective language teaching provides for both differences and similarities among the students. The daily learning climate, the activities of the classroom, the content of the curriculum and the attitude of the teachers and other personnel become major factors in each student's language learning.

But in reality the language classroom and the teacher who teaches the language do not enjoy the optimum conditions for the effective transaction that is imperative for language

learning. As a result the concerted development of all the four skills in not possible. Even the isolated but equal attention to all the four skills is not attempted. Listening and speaking skills are stunted and Reading is restricted to reading aloud in the primary section. The most difficult of all the four skills -Writing, inspite of devoting most of the School hours does not develop as desired. The skill is restricted to copying whatever is written on the blackboard or is in the text book. The routine question answer exercises are given emphasis as a backlash of the all important written examination system. The writing in the classrooms is undertaken to consolidate the new structures learnt, to practise and use the new vocabulary items and to remember 'The content of the lessons' in the text book. These sentence level reinforcement exercises' (Ron white 1980) do not ensure writing competency. Successful writing depends on more than the ability to produce clear and correct sentences. Students should be able to procure, process and present information. It is the ability to link and develop information, ideas or arguments for a particular reader or a group of readers. This ability has to be developed from the primary level so that the student can communicate clearly, logically, imaginatively and creatively in the written form, later in life.

2. CONCERN FOR THE STUDY

The students of class V are conversant with the writing skills needed to answer the comprehension questions with consistent and concentrated practice they are adept at writing the letters of English Alphabet with proper Shape, Size, Stroke, sequence and style. They have also mastered the skills of writing words with proper spelling and sentences with proper syntax as they have the text book for guidance and reference. ~~But language for guidance and reference~~. But language usage is not restricted to repetition or manipulation of the Vocabulary and sentences presented in the text book. The everyday usage of language demands clear and effective communication either in the oral or in the written form. The choice of words and the mode of communication depends upon the listener or the reader. The students of class V are unable to communicate in the form of giving a message, writing a letter or planning a dialogue. The ability to write a descriptive paragraph; to transcode information from and to recode information from one text type to another is beyond their capacity. The competency 4.5.3 write short free composition including simple informal letters and dialogues has to be consciously developed in them. This provided the concern and need for the study.

3. OBJECTIVES

1. To achieve the competency 4.5.3 while teaching selected lessons and poems.
2. To use selected Art education activities to achieve competency 4.5.3.
3. To study the impact of intervention of Art Education Activities.
4. To make the writing work interesting and challenging.

4. HYPOTHESIS

Intervention of Art education activities improve the written skills of class V students in English. (With special reference to short free composition.)

5. PERIOD OF STUDY

Three months - July, August and September of 1998, Were used for the study. In this period, 12 weeks were available for the implementation of teaching - learning strategies. Of the 6 periods available for English per week, 3 periods of 40 minutes each per week i.e., 36 periods were used for developing this competency.

6. SAMPLE FOR THE STUDY

All 34 students each from A and B sections of class V were chosen for the study. The investigator taught VA; and a colleague taught VB.

7. PLAN

The investigator was one of the Resource group members of RIE Mysore that trained the DIET faculty of 10 districts to conduct Action Research during July-Nov 98. As a consequence the investigator did the over view of literature with special reference to Action Research. The reading of a few selected research papers from the journal "The primary teacher", helped the investigator to plan the strategies to be used. The investigator had started teaching the VA class from April 98. This enabled to investigator to observe the love of the students towards visual and performing art education activities. Art education attracted the attention of the investigator and its study revealed the following facts.

1. Art education has immense potential and possibilities to evolve innovative teaching strategies.
2. Art is a process of fulfillment in every aspect of life as it provides a new perspective to life.

3. Art is the means to provide children joy of learning and activities to involve their attention.
4. Various art forms liberate the inner creativity of students and ensure their true involvement in the process.
5. Art education has the basic principle that every child is unique and individualistic. So, it allows every child to follow its own pace, rhythm, ability and experience to learn. Thus it nurtures individuality, creativity and variety.
6. The key elements of Art education such as Expression, Interaction, Experience and Individuality help to initiate, nurture and develop communication that is vital to language learning.

The investigator planned to give a pretest * to test transcoding and Recoding skills of students of VA and VB in the first week of July 98. In the following 34 periods, Two lessons and One Poem from the English textbooks were to be taught using the selected Art Education activities to VA only.

In the last week of September 98, a Post test was planned to be given to both VA and VB.

8. IMPLEMENTATION (ACT & OBSERVE)

The pretest which tested both Transcoding and Recoding Skills was given to both VA and VB students and their performance was evaluated. (Annex 1).

The students of VA were taught the lessons- The mightiest king in the world. Part I and II and the poem-What does the little birdie say using the child centered stratagies. The listening, Speaking and Reading skills were given equal importance along with writing skills while transacting these lessons / poem. The class of 34 was divided into 8 groups. A B C D E F G & H. Groups A, B, C, D, E, F, had 4 members and groups G and H had 5 members each. During the selected 3 periods per week, the groups were initiated into selected Art education activities.

1. Painting / Drawing a scene, character or situation.
2. Making a model out of clay, thermocole or paper cuttings to depict a scene,
3. Making a collage of assorted materials to depict a scene, character or situation.
4. Dramatising a scene.
5. Drafting flow charts to narrate a happening.
6. Singing a poem with suitable actions.

Each group took up these activities to describe the major characters of the story or the important scene or situation. They planned the dialogue between the specified characters to dramatise the scenes. They sang the poem to a tune of their own choice and enacted the movements. These activities helped them to recode the verbal text into visual or performing art education activities. The selected textual situations were -

1. The scene of sage transforming the little she mouse into a girl.
2. The dialogue of sage with the sun, the black cloud, the south wind, the King of Mountains and the King of Mice.
3. The sequences of the story of the Mightiest King in the World - into a flow chart.
4. The scene of Motherbird and little birdie in the nest.
5. The dialogue between Mother bird and little birdie.
6. The characters - The sage, the Sun, the black cloud, the South wind, the King of Mountains and the King of Mice.

The students enjoyed the new experiences provided. They were active, interactive and cooperative while doing the groupwork. The slow learners who could paint or make models developed 'Self esteem' and ' confidence'. Their groupmates developed healthy respect towards other's talents. The values

of comradrie, cooperation and identifying the self with the group. were developed. The investigator played the role of facilitator, observer, manager, consultant and even that of a Co-communicator. The students dramatised the scenes by planning dialogue and writing it down. They explained their models and paintings to the class and the listeners wrote down the description. The involvement employed while painting or making models helped them to remember the details of characters. The writing work which was till now monotonous, unimaginative and mechanical was made interesting by group work and Art education activities. Students developed the skills of composing a written work writing a letter, planning a dialogue, describing a scene or a person by drafting it and editing it with confidence. They presented their work to the class, accepted criticism and correction and finalised the written work.

The post test with equivalent questions was given in the last week of September 98 and the students performance was evaluated (Annex 2)

9. FINDINGS

The pretest and post test scores of each student were tabulated. The analysis showed that the students of VA who were exposed to the selected Art education activities scored better. (Annex -3)

a) Quantitative Analysis

The mean score of control group (VB) was 6.8 in pretest and 7.3 in posttest , the gain was 0.5. Where as the mean score of the experimental group (VA) was 6.3 in pretest and 9.0 in the post test, the gain was 2.7. The standard deviation of VB in pretest was 1.18 and in post test was0.98; of the VA it was 1.73 in pretest and 1.60 in post test. The 't' value is 2.58 which is significant. This indicates that the experimental group V(a) have been benefitted by the suitable art education activities. Hence the hypothesis is accepted.

b) Qualitative analysis

The investigator of observed the behavioural changes in the students of VA. They were communicative, interacted with each other and enjoyed their writing work. The activities of VA attracted the students of VB also. The colleagues decided to adopt suitable Art education activities to their classes to enhance writing skills with special reference to short free composition.

10. CONCLUSION

It can be said with a degree of confidence that this change in strategy yielded positive results. The qualitative

and quantitative data point to the fact that selected Art Education activities help the students to attain desired behavioural outcomes. The colleagues who observed the child-centred, joyful activities being carried out in the class decided to try them in their classes.

S. K. Shamala
PGT in English
DMS, Mysore

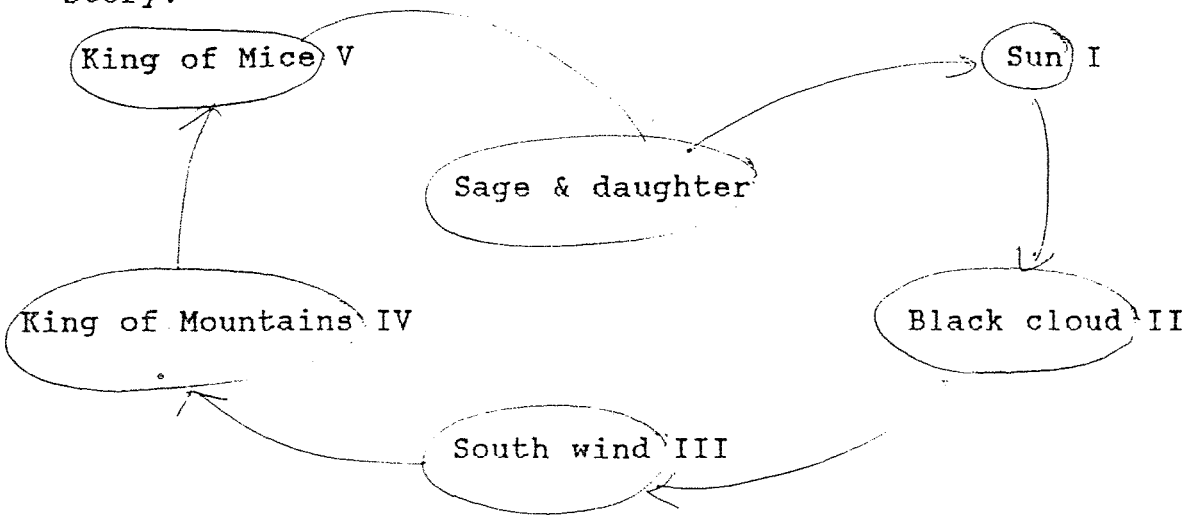
PRETEST

ANNEX - 1

V Standard.
English-Writing Skill

Max. Time- 40 minutes
Max. Marks- 20

I. Look at the diagram given and write 5 sentences about the story.



1.

2.

3.

4.

5. (5 marks)

II. Complete the dialogue between the Sage and the King of Mice.

Sage: Greetings, King of Mice ----------

---------- marry her?

Mouse: Yes. She is ----------

---------- But ----------

----------.

Sage: I will change you ----------

----------.

Mouse: No, I am alright, ----------

----------.

Sage: That is no difficulty.

(Sage changed his daughter into a mouse. The King of Mice married her.)

(5 marks)

III. Complete this letter.

Mysore
10.7.98

Dear Ashok,

I read a poem 'what does the little birdie say'. It is very nice. In that poem, a little birdie ----------

---

Have you read any poems? Write to me about them.

Bye

(Write your name) (5 marks)

IV. Look at the picture and write 5 sentences about it.

Picture of the sage taking bath.

1. ----------

2. ----------

3. ----------

4. ----------

5. ----------

POST TEST

V Standard — Max. Time 40 minutes
English-Writing Skill — Max. Marks 20.

I. Look at the diagram given and write 5 sentences about the scene.

Sage- Oh! Great Sun, will you marry my daughter?

Sun- Yes, she is very beautiful.
But why should I marry her?

Sage- You are the mightiest king in the world. So, I want you to marry her.

Sun- No, I am not the mightiest.
The black cloud is more powerful than me.

1. ----------

2. ----------

3. ----------

4. ----------

5. ----------

(5 marks)

II. Complete the dialogue between the Mother bird and the little birdie.

Mother birdie: Why are you shouting? What do you want?

Little birdie: Mother ----------

Mother bird: No, not yet. ----------

---.

Little birdie: Yes, I will stay. I will eat and rest. When my

---.

Mother bird: Good. You ----------

---. (5 marks)

III. Complete this letter which black cloud writes to the south wind.

Sky
24.9.98

Dear South Wind,

I am sending the sage and his daughter to you, Sun sent them to me. ----------

---

---.

I hope you will marry the sage's daughter.

Greetings,

Black cloud.

(5 marks)

IV. Look at the picture and write 5 sentences about it.

Picture of King Mice and Sage's daughter marry(ing)

1. ----------

2. ----------

3. ----------

4. ----------

5. ----------

(5 marks)

ANNEX 3

TABLE 1.1

Mean and S.D. of the [redacted] Group VB

	N	Mean	SD
Pretest	35	6.8	1.18
Posttest	35	7.3	.98

TABLE 1.2

Mean and S.D of the [redacted] Groups VA

	N	Mean	SD
Pretest	34	6.3	1.73
Posttest	34	9.0	1.60

TABLE 1.3

Comparative Gain

	Pre-Test Mean	Post-Test Mean	Gain	Gain %
V(A) ([redacted])	6.3	9.0	2.7	27%
V(B) ([redacted])	6.8	7.3	0.5	5%

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TOOLS AND TECHNIQUES OF EDUCATIONAL RESEARCH

Tools of Educational Research

Within the framework of the research design, there is a need to consider the instruments or data gathering devices for the research. For assessing knowledge or knowledge gain, the most common instruments are tests and other performance measures. Before describing each of these different types of instruments, it is better for a researcher to know that instruments could have serious limitations. Some of the major limitations are that the instruments employed in educational measurement typically:

1. Involve an inference rather than a direct observation of the attribute being measured.
2. Employ arbitrary and unique scales of measurement.
3. Consist of a sample of responses from a potentially unlimited set of such responses,
4. Reflect value judgements that are made during the construction of the instrument.

Questionnaire:

It is one of the most used as well as abused of the tools of research. A questionnaire consists of an organised set of questions to be responded by a recipient. A questionnaire could consist of questions that are closed or open-ended and could be administered directly or through mail. Questionnaires are quite flexible in what they can measure, however they are not equally suited to measuring all types of data. We can classify data in two ways, ***Subjective vs. Objective*** and ***Quantitative vs. Qualitative***. An interesting variation in the open-ended format is the *sentence completion* type of items. Questionnaires are most effective when the respondent is requested to supply *simple factual information*, either in his possession or easily accessible to him. A questionnaire that requires the recipient to spend much time in collecting the requested information is not likely to be very successful and should be used only when the information is one of considerable importance. The respondent need not be asked to do the work that the investigator can do on his own, such as computing totals, averages, percentage etc. or asked to provide the information which the investigator himself could collect from *records/registers*. Anticipation of the nature of responses that are likely to be made and the difficulties that a respondent might face in making the response would go a long way in ensuring response. The questions in a questionnaire must be *logically organised* and like all other tools, must make it possible to identify the respondent for subsequent analysis.

Open format questions have several disadvantages. First, their very nature requires them to be read individually. There is no way to automatically tabulate or perform statistical analysis on them. This is obviously more costly in both time and money, and may not be practical for lower budget or time sensitive evaluations. They are also open to the influence of the reader, for no two people will interpret an answer in precisely the same way. Closed format questions offer many advantages in time and money. By restricting the answer set, it is easy to calculate percentages and other hard statistical data over the whole group or over any subgroup of participants. Closed format questions also make it easier to track opinion over time by administering the same questionnaire to different but similar participant groups at regular intervals. Finally closed format

questions allow the researcher to filter out useless or extreme answers that might occur in an open format question.
Whether your questions are open or closed format, there are several points that must by considered when writing and interpreting questionnaires:

1. **Clarity:** This is probably the area that causes the greatest source of mistakes in questionnaires. Questions must be clear, succinct, and unambiguous. The goal is to eliminate the chance that the question will mean different things to different people. If the designer fails to do this, then essentially participants will be answering different questions.
2. **Leading Questions:** A leading question is one that forces or implies a certain type of answer. It is easy to make this mistake not in the question, but in the choice of answers.
3. **Phrasing:** Most adjectives, verbs, and nouns in English have either a positive or negative connotation. Two words may have equivalent meaning, yet one may be a compliment and the other an insult. Consider the two words "child-like" and "childish", which have virtually identical meaning.
4. **Embarrassing Questions:** Embarrassing questions dealing with personal or private matters should be avoided.
5. **Hypothetical Questions** Hypothetical are based, at best, on conjecture and, at worst, on fantasy. I simple question such as: If you were governor, what would you do to stop crime? This forces the respondent to give thought to something he may have never considered. This does not produce clear and consistent data representing real opinion.

Rating Scale:

These are structured items which provide answer options to the respondents. The options fall along a continuum. The scale could be *descriptive, numerical, graphic* or a combination of these. When several items using the same descriptive scale are put together, the scale points can be placed as column headings and the respondent simply checks the column corresponding to his answer to each item.

Likert Scale items are statements to which the respondent is asked to indicate agreement or disagreement, or if he is undecided or neutral. The scale of responses normally ranges from strongly agree to *strongly disagree*.

Ranking is another type of rating that a respondent might be asked to perform. A ranking item consists of a set of homogeneous items (concepts, methods, topics etc.) which the respondent is asked to rank according to a specified criterion (for example, according to frequency of use, importance, effectiveness etc.).

Semantic Differential:

This is a special type of rating scale. Bi-polar descriptors are used for 5 or 7-point scales. They could also be time bound, like in psychological scales, since the first response rather than a reflected response might be the one sought by the researcher.

Checklist:

A checklist provides the respondent with a set of response alternatives from which the respondent has to select and tick or check. A checklist would normally be of things and material but it could also be of behaviours and perceptions. When a researcher himself is to fill-in a checklist based on his observations, it is called an observation checklist. In this, lists of behaviours, which are expected to manifest, are given.

Situational Test:

In this type of item, the stimulus is a situation, which poses a problem or invites a decision. The respondent is asked how he will act or behave under the given circumstances. Some time the item includes structured options or a scale and on other times they are open-ended.

Projective Test:

The sentence completion and situation items could also be such that the respondent projects himself and unknowingly reveals his beliefs, values motives and attitudes.

Techniques of Educational Research

Observation:

For a scientist, observation is a purposive behaviour directed toward ends that lie beyond the act of observation itself. All observations involve inference and the amount of inference varies with the kind of observation. If an observer's purpose is merely to observe and record what he sees or hears, the inferential element in the observation may be limited to identifying it as an instance of some particular object or event.

Direct observation of classroom events is employed by a researcher to understand the phenomenon of teaching and learning. Direct observation, as a technique, is employed for the study of teacher effectiveness, pupil participation, teacher pupil interaction, classroom climate and teaching and learning process. Tools used by an observer are usually *schedules or category systems.* Depending upon the extent of inference involved, the observers need various degree of training and conceptual clarity. Observation could also involve the use of recording tools such as audio and video recorders. It is normally said that the presence of an external observer may influence the very phenomenon being observed and may distort it. For that, it is claimed that *prolonged* and *participant observation* provides the researcher with more valid data. The non-occurrence of the phenomenon in which the researcher is interested in, the generalisability of the occurrences, and the time and effort needed are some of the major issues concerning the use of observation as a technique for research.

Interview:

Interview is the technique by which the researcher orally administers questions to an individual or a group of respondents and notes down their response either as such or as an inference. The technique is useful if the respondents are not able to write their response. Also, the technique of interview eliminates the oft-faced problem of lack of response. The respondent has scope to seek clarifications, if necessary. If need be, the responses are recorded after the interview, to avoid disruption of thought or could also be tape-recorded. Postponed recording has

the disadvantage that important details may be forgotten and the interviewer may unconsciously bias the data. The interviewer should be alert to the possibilities of discovering unanticipated hypotheses deserving further research. *Focus Group Interview/Discussion* is a variety of interview in which the researcher collects data from a group of respondents and hence is economical in terms of time.

Face-to-Face Interview has several advantages.

- Enables the interviewer to establish rapport with the respondent
- Allows the interviewer to observe as well as listen
- Permits more complex questions to be asked than in other types of data collection
- An effective method of gathering data when the questionnaire is lengthy
- Some uses: to get before-and-after data about a lesson module or a change in administrative procedure; to gather opinions on a specific learning or teaching technique

Sociometry:

It is a technique of studying the interpersonal relations and dynamics among the members of a group. Sociogram is the graphical representation of the relationships and dynamics. A useful working definition of sociometry is that it is a methodology for tracking the energy vectors of interpersonal relationships in a group. It shows the patterns of how individuals associate with each other when acting as a group toward a specified end or goal. Sociometry is based on the fact that people make choices in interpersonal relationships. Whenever people gather, they make choices--where to sit or stand; choices about who is perceived as friendly and who not, who is central to the group, who is rejected, who is isolated.

A simple example of applied sociometry is to have group members make a selection on the basis of a simple, non-threatening criterion. Ask everyone in the group to stand up and then say: "Whom in this group would you choose to take sandwich orders from everyone in this room, collect money, go to the canteen, *and* come back with the right sandwiches and the right change? Show your choice by placing your right hand on the shoulder of the person you choose. Move about the room as you need to in order to make your choice. There are only two requirements: (1) you may choose only one person and (2) you must choose someone." Typically the group members will make their choices after only a little hesitation.

This exercise may be repeated several times in the period of just a few minutes using different criteria each time. The exercise graphically illustrates not only the social reality of choice-making, but also the fact that different criteria evoke different patterns of choices.

Delphi Technique:

It is the technique of repeated interview/discussion or tool administration for arriving at homogenous and valid data from a group of respondents.

REGIONAL INSTITUTE OF EDUCATION, MYSORE
TRAINING ON ACTION RESEARCH FOR THE CTE FACULTY OF KARNATAKA

FEEDBACK FORM

Name: .....

Name of the CTE: .....

Instruction

Please give your free and frank opinion & suggestions on the following aspects.

		Yes	No
1	Have you gained any new information from this training programme?	☐	☐
2(a)	Do you think that the academic inputs provided were adequate enough to understand the concept and to develop and execute an action research proposal?	☐	☐

2(b) If 'No' Kindly mention on what aspect(s) you would like to have more information.

	Yes	No
- Concept of Action Research (AR)	☐	☐
- Problem Identification	☐	☐
- Formulating Action Hypothesis	☐	☐
- Planning an Intervention	☐	☐
- Development of an AR Proposal	☐	☐
- Tools and Techniques	☐	☐

• Any Other (Please specify)

.....

.....

3. Give your opinion about the Resource Persons inputs in the following sessions by putting √ mark in the appropriate column.

Sessions	Very Good	Good	Average	Below Average	Poor
Introduction to Action Research (AR)					
Areas of AR in the context of CTEs					
Dissatisfaction State/ Developing Propositions					
Action Hypothesis					
Tools and Techniques for AR					
Planning Interventions					
Development of an AR Proposal					
Use of Computers in AR					

4(a) Do you think that the duration of the training programme was adequate? Yes ☐ No ☐

4(b) If 'No' Kindly provide your suggestions.

.....

.....

5(a) Do you think that the support material provided was sufficient enough to understand various concepts? Yes ☐ No ☐

5(b) If 'No' Kindly provide on what aspect(s) you need more support materials.

.....

.....

.....

6(a) Will you now able to execute the action research proposal developed at your own work place? Yes ☐ No ☐

6(b) If 'No' Kindly mention the reason(s).

.....

.....

.....

7(a) Are you really satisfied with the overall conduction of the training programme? Yes ☐ No ☐

7(b) If 'No' Kindly provide your suggestions for improvement.

.....

.....

.....

.....

8 Any other relevant information you would like to share?

.....

.....

.....

THANK YOU

Results of Pre-Test and Post-Test and Feedback of Participants

During the beginning of the programme at the first day itself a pre-test (Appendix-IV) was administered to all the participants. Further the same test was once again administered to the same group at the end of the programme also. The scores obtained for the pre-test and post test are presented in the following table.

Sl. No	Name of the Participant	Scores Out of 20		
		Pre-Test	Post-Test	Gain
01.	Smt. Nafees Fathima	18 (90%)	19(95%)	5%
02.	Smt. H.N. Geethamba	15(75%)	19(95%)	20%
03.	Mr. Suresh Babu	16(80%)	16(80%)	-
04.	Shri Ramachandra Hanumantappa Shivalli	13(65%)	17(90%)	25%
05.	Smt. Jayashree A Biradar	12(60%)	15(90%)	30%
06.	Smt. Pramila	12(60%)	14(70%)	10%
07.	Shri.J J Doddamani	13(65%)	18(90%)	25%
08.	Smt. Vijayalaxmi Desai	14(70%)	16(80%)	10%
09	Mr. Kumar K	12(60%)	15(75%)	15%
	Total	125	149	
	Mean	13.9	16.6	
	't' value	5.060** Significant at.001 level		

The above table reveals that there is a gain in the knowledge of all participants except one. The percentage of gain in knowledge ranges from 0 to 30. Further, an attempt has been made to know the group performance. This shows that the mean post-test scores exceed the mean pre-test scores. The 't' value calculated is 5.060, which shows a significant difference between the test scores at 0.001 level. Thus one can confirm that the programme was effective with respect to the gain in knowledge of the participants about the concept of action research.

Analysis of the Feedback of Participants

The participants were requested to provide their feedback in the proforma supplied to them (Appendix--VIII) at the end of the programme. An analysis of the responses provided by the participants has been provided in the following paragraphs.

All the participants reported that they were satisfied with the action research training programme. Further, they were of the opinion that they have gained new information from the training programme. More than seventy per cent (70%) of the participants reported that the academic inputs provided were adequate enough to understand the concept of action research. However, the remaining participants reported that they require further information regarding the tools and techniques used for action research.

Effectiveness of Resource Persons in transacting various topics were alsoasked and the response provided by the participants are given in the following table.

Sessions	Very Good	Good	Average	Below Average	Poor	Total
Introduction to Action Research (AR)	67%	33%	-	-	-	100%
Areas of AR in the context of CTEs	33%	45%	22%	-	-	100%
Dissatisfaction State/ Developing Propositions	11%	89%	-	-	-	100%
Action Hypothesis	22%	67%	11%	-	-	100%
Tools and Techniques for AR	44%	22%	34%	-	-	100%
Planning Interventions	56%	44%	-	-	-	100%
Development of an AR Proposal	56%	44%	-	-	-	100%
Use of Computers in AR	11%	34%	22%	22%	11%	100%

The above table reveals that majority of the participant were agreed that the topics transacted by the resource persons were of very good/good. However, some of the participants were not happy with some topics delivered. Further they need more hands on experience with computers.

Almost all the participants agreed that the duration of the programme was quite adequate. Only about half of the participants reported that the support materials provided were adequate. The remaining wanted materials on tools and techniques, planning interventions and also some more sample reports on action research. All most 90 per cent participants reported that they were in a position to execute the action research proposals developed during the training programme. However, some wanted help in developing tools for action research. The participants also provided some valuable suggestions. They need more support materials and these support materials should be distributed during the session itself. Further, they also need more time to use the library resources of the RIE. They also pointed out that it would be more convenient to the participants if the arrangements for the food made at their hostels in day and night.

The coordinator has agreed to look into the above suggestions and reported that these would take care in the future programmes.

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क्षेत्रीय शिक्षा संस्थान
(राष्ट्रीय शैक्षिक अनुसंधान और
प्रशिक्षण परिषद)
मैसूर - 570 006
तार : एजूकेशन फोन : 511411 & 514095
फाक्स : 0821 -515665

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE - 570 006
Grams : EDUCATION Phone : 511411 & 514095
Fax : 0821-515665

Prof. G. Ravindra
Principal

No.F. 18-13/DEE/2003-04/RIEM/
December 3, 2004

The Director
DSERT, No.4, 100 Feet Road
Banashankari III Stage
BANGALORE 560 085

Sir,

An Eight-day Training Programme on Action Research for CTE faculty of Karnataka was conducted at the Regional Institute of Education, NCERT, Mysore from 22nd to 29th September 2004 at the request of Government of Karnataka.

Nine CTE faculty from Six Colleges of Teacher Education of Karnataka attended this programme. The list of participants is enclosed. During this eight-day training programme the CTE faculty developed individual **Action Research proposals**. They will undertake the Action Research now in their respective institutes. They need the support and cooperation from their institutes for carrying out the Action Research.

Therefore it is requested to follow-up the activities in these CTEs by directing them to cooperate and complete the activities by middle of February 2005 as the faculty have to present a report in a meeting to be organized at RIE, Mysore during the last week of February 2005.

Soliciting your kind cooperation in the matter.

Thanking you,

Yours faithfully,

(G. Ravindra)

REGIONAL INSTITUTE OF EDUCATION, MYSORE
TRAINING OF CTE FACULTY ON ACTION RESEARCH
(Phase IV)
(23-25 February, 2005)

PROGRAMME SCHEDULE

Time Day	09.00 – 11.00	11.15 – 01.00	02.00 – 03.30	03.45 – 05.30
Day-1 23/02/05 Wednesday	Registration of Participants Overview of the Phase II Activities (KAK)	Sharing of Action Research Under taken by the Participants (AVGR/VDB)	Sharing of Action Research Under taken by the Participants (VDB/AVGR)	Data Analysis: Discussion (KAK)
Day-2 24/02/05 Thursday	Action Research Report Writing Styles & Format (CGVM)	Dissemination of Action Research: Why and How? (CGVM)	Drafting the Reports by the Participants (AVGR/KAK)	Drafting the Reports
Day-3 25/02/05 Friday	Popularizing Action Research and Ethical Issues (CGVM)	Presentation of Action Research Reports (AVGR/KAK)	Presentation of Action Research Reports (AVGR/KAK)	Valedictory Session

Appendix - XII

USE OF COMPUTERS IN ACTION RESEARCH

1. The following are the 20 students marks in a Mathematics Test before the intervention (Pre-Test) and after the interventions (Post-Test). Is there any improvement in the performance of students after the intervention?

Pre-Test

45	55	34	22	17	25	25	54	20	13
46	22	17	19	30	34	16	35	23	11

Post-Test

47	59	44	32	27	25	35	64	27	23
25	20	20	40	43	26	33	20	26	22

2. Prepare a Bar Diagram and frequency polygon form the following data.

Pre-Test Score

Class Interval	Frequencies
20-24	2
25-29	8
30-34	12
35-39	20
40-44	10
45-50	8
N	60

Post-Test Score

Class Interval	Frequencies
20-24	0
25-29	5
30-34	15
35-39	25
40-44	10
45-50	5
N	60

3. On an English test 50 students have got the following marks. Prepare a frequency distribution with starting class as 30-39.

88	80	42	88	52	65	49	80	67	59	44	71
72	77	91	62	89	79	37	75	83	62	63	79
69	66	81	75	98	93	96	60	52	76	66	53
73	69	93	62	53	42	79	65	49	59	65	75
56	60										